BULLETIN OF

THE STOUT INSTITUTE

Volume 23 May 1928 Number 2

Twenty-Sixth Annual

Catalog Number

1928-1929

Published Quarterly by The Stout Institute
Menomonie, Wisconsin

Entered as second-class matter March 10, 1927 at the post office at Menomonie, Wis. under the act of August 24, 1912

2/3

ANNUAL CATALOG
THE STOUT INSTITUTE

Member of the American Association of Teachers Colleges and
The Teachers College Division of the North Central Association of
Colleges and Secondary Schools

"THE TOWER"

ANNOUNCEMENT
TWENTY-SIXTH YEAR
1928-1929

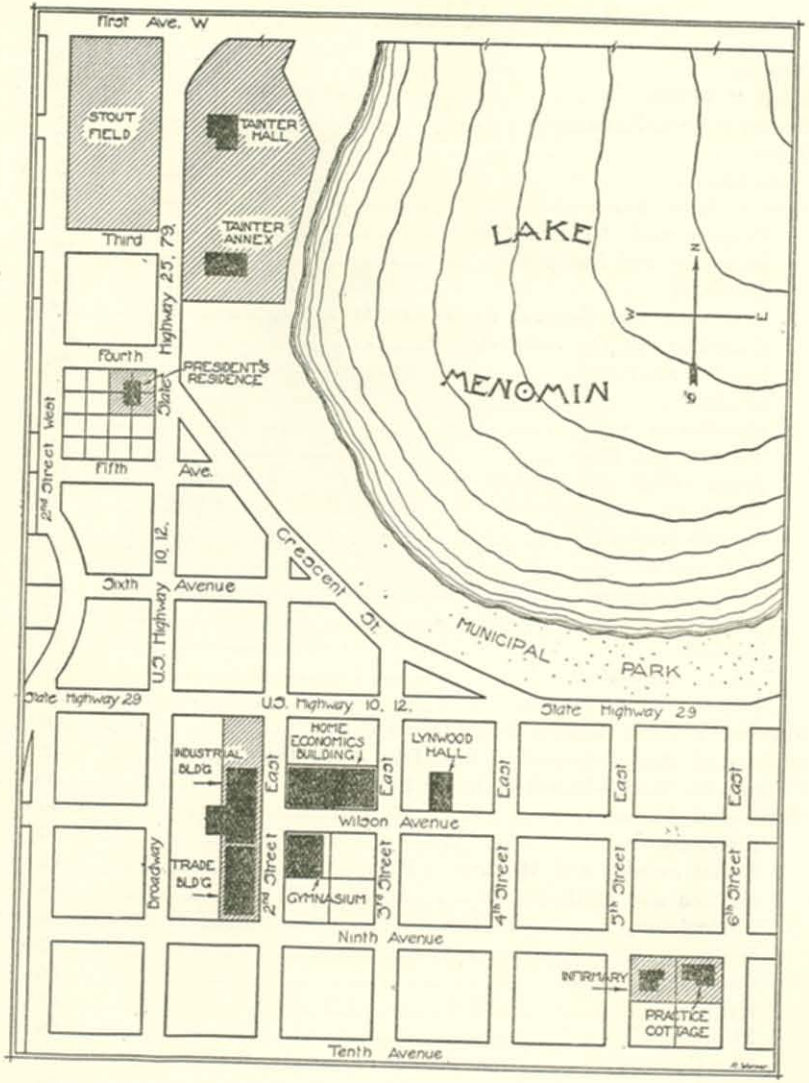
GENERAL INFORMATION AND
COURSES OF STUDY FOR THE SCHOOL YEAR
INCLUDING SUMMER SESSION
1928-1929

THE INDUSTRIAL BUILDING AND TRADE BUILDING (NOT SHOWN) HOUSE 21 SHOPS BESIDES LECTURE ROOMS, LABORATORIES, OFFICES, ETC.

Table of Contents

Calendar 5
Board of Trustees 6
Officers of Administration 7
Faculty 7
Committees 17
General Information 19
- Purpose and Organization 23
- Buildings and Equipment 23
- Curricula 27
- Residence and General Requirements 28
- Qualifications for Admission 28
- Special Students 28
- Credits 29
- Enrollment 30
- Tuition and Fees 31
- Scholarships and Student Aid 33
- Infirmary 34
- School Activities 34
- Dormitories 36
- Living Expenses 37
- Cafeteria and Tea Room 37
- Refunds 37
- Cooperative Work 38
- Demand for Graduates 38

Summer Session General Information 40
Courses of Study—School of Industrial Education 42
Courses of Study—School of Home Economics 49
Outline of Courses 56
- Education 56
- Social Science and History 62
- Science and Mathematics 65
- Bacteriology 65
- Biology 66
- Chemistry 66
- Hygiene 68
- Physiology 68
- Physics 68
- English 69
- Physical Education and Coaching 71
- Shop Work and Drawing 73
- Home Economics 86
- Related Art 91
- Student Roster 93
- Index 97



PORTION OF MENOMONIE SHOWING LOCATION OF STOUT INSTITUTE BUILDINGS

ANNOUNCEMENT

FOR THE TWENTY-SIXTH ANNUAL SESSION AND TWENTY-THIRD SUMMER SESSION

OF

THE STOUT INSTITUTE

MENOMONIE, WISCONSIN

1928-1929

* * * * * *

COLLEGE CALENDAR

Monday, June 18. Twenty-third Annual Summer Session begins.

Thursday, August 16. Summer Session closes.

Monday, September 10. Twenty-sixth Regular Session begins. Registration Day.

Tuesday, September 11. Classes convene.

Tuesday, September 18. General Faculty Meeting.

Thursday, November 29. Thanksgiving Day.

Saturday, December 22. Holiday Vacation begins.

Tuesday, January 8, 1929. Classes resume.

Friday, January 25. First Semester ends.

Monday, January 28. Registration Day for Second Semester.

Tuesday, January 29. Second Semester classes convene.

February 8, 1929. Freshman Day.

May 25, 1929. Baccalaureate Address.

May 29, 1929. Commencement Day.

BOARD OF TRUSTEES

* * * * * *

Ex-Officio Members:

JOHN CALLAHAN,
State Superintendent of Public Instruction, Madison.

VOYTA WRABETZ
State Industrial Commission, Madison.

Employer Members:

Mr. E. W. Schultz, President Northfield Company, Sheboygan.

Mr. E. J. Kearney, President Kearney & Trecker Co., West Allis.

Mr. Robert S. Cooper, President Cooper Company, Kenosha.

Employee Members:

Mr. A. W. McTaggart, 1717 E. 6th St., Superior.

Mr. Clarence Nault, 802 S. Ashland St., Green Bay.

Mr. Peter Schoemann, 431-16th Avenue, Milwaukee.

Agricultural Members:

Mr. Wm. F. Miller, West Salem.

Mr. Wm. F. Dettinger, Hixton.

Mr. R. H. Loether, President Eau Claire Bedding Co., Eau Claire.

Secretary:

GEORGE P. HAMBRECHT, Madison.

Assistant Secretary:

RAY HILLYER.

* * * * * *

Former President of the Board of Trustees:

H. S. MILES, Racine, 1911 to 1917.

Former President of the Stout Institute:

LORENZO DOW HARVEY, 1903 to 1922.

The Stout Institute, then The Stout Training School, was founded in 1903.

It was taken over by the State of Wisconsin in 1911.

In 1917 it became a four year college and by legislative enactment was given degree granting power.

OFFICERS OF ADMINISTRATION

* * * * * *

BURTON EDSAL NELSON, President.

CLYDE A. BOWMAN, Dean, School of Industrial Education.
Director of the Summer Session.

RUTH E. MICHAELS,
Dean, School of Home Economics.

MINA M. IRISH, Executive Secretary.

MYRTLE M. BLETSOE, Registrar. Appointment Secretary.

BRYARD M. FUNK, Business Manager.

JOSEPH T. BURNS, Superintendent of Buildings. Chief Engineer.

LILLIAN M. FROGGATT, Librarian.

CHRISTINE HALSETH, Assistant Librarian.

GRACE M. DOW, Director of Halls and Housing.
Preceptress, Tainter Hall.

FREDA M. BACHMAN, Preceptress, Lynwood Hall.

HILDA BALERUD, Preceptress, Tainter Annex.

JULIUS BLOM, M. D. (Oslo, Norway) College Medical Examiner.

CLARE MARIE WANGEN, College Nurse.

* * * * * *

FACULTY

BURTON E. NELSON, President.
Pennsylvania State Normal School, 1884; B. S. Western Normal College, 1891; M. S., 1895; High School Principal four years; Superintendent City Schools, Lewiston, Illinois, seven years; Superintendent City Schools, Lincoln, Illinois, four years; Superintendent City Schools, Racine, Wisconsin, fourteen years; President, The Stout Institute, 1923—

FREDA M. BACHMAN, Biological Science.
Miami University, Oxford, Ohio, 1907 A. B.; 1908 M. A.; University of Wisconsin, Fellow in Botany 1908-1909; Assistant in Botany and Plant Pathology 1909-1912, Ph. D.; Milwaukee Downer College, Asst. Prof. Botany and Bacteriology, 1912—1914; University of Wisconsin, Instructor in Agricultural Bacteriology, 1914-1924; Stout Institute, 1924—

LILLIAN M. BAKER, Public Speaking.
Upper Iowa University, A. B., 1924; Teacher of Public Speaking and Dramatics in Jefferson, Iowa, 1924-25; Teacher of Public Speaking and Dramatics in Decorah, Iowa, 1925-26; Northwestern University, School of Speech, M. A. 1927; Stout Institute, 1927—

HILDA BALERUD, Physical Education for Women.

Battle Creek College of Physical Education 1923; La Crosse State Normal School, Specialized Department in Physical Education, Diploma 1926; American Institute of Normal Methods, Summer Session 1926, Music; The Stout Institute 1926—

CLARA LOUISE BOUGHTON, Home Economics Education.

State Normal School, Milwaukee, 1890-1893; Stout Institute Diploma, 1910; Stout Institute B. S. in Household Arts, 1921; Teacher in Public Schools, Manitowoc, 1893-1909; Director of Domestic Science, Racine, 1910-1911; Stout Institute, 1911—

CLYDE A BOWMAN, Industrial Education.

River Falls, Wis., State Normal, 1907; Stout Institute, January, 1909; Columbia University Bachelor of Science Degree and Professional Diploma in Supervision of Industrial Arts, 1915; Graduate Work Columbia University, 1916, 1919, University of Wisconsin, M. S. 1927; Summer Sessions Stout Institute, 1907, 1908, 1909, 1911, 1913; University of Wisconsin 1912; Columbia University, 1915; Shop Instructor, El Paso, Texas, 1909; Director Manual Arts, City Schools, Stillwater, Minnesota, 1909-1911; Director Department Manual Arts, State Normal, Stevens Point, Wisconsin, 1911-1914, 1915-1916 (leave of absence 1914-1915); Instructor and Associate Adviser in Industrial Arts, Teachers College, Columbia University, New York City, 1916-1919; Stout Institute, 1919—

ARTHUR G. BROWN, Education.

Macalaster College, 1914, B. S.; Stout Institute, Summer Session, 1914; University of Chicago, Summer Session, 1919. Instructor of Manual Arts and Athletic Coach, City Schools, Le Sueur, Minn., Two Years, and City Schools, Bottineau, North Dakota, One Year; Director of Athletics and Head of Department of Manual Arts, Forestry State Normal School, Bottineau, North Dakota, Four Years. Stout Institute, 1920—

MARY LOUISE BUCHANAN, Foods.

Iowa State College, Ames, Iowa, B. S. 1915; Summer Sessions: Teachers College, Columbia University, 1919; Iowa State College, 1921; University of California, 1924; Iowa State College, M. S. 1927; Teacher of Foods, High School, Cedar Rapids, Iowa, 1915-1921; Teacher of Foods, High School, Omaha, Nebraska, 1921-1926; Stout Institute, 1927—

GERTRUDE L. CALLAHAN, English.

State Normal School, Oshkosh, 1910; University of Chicago, Ph. B., 1912; University of Wisconsin, Ph. M., 1927; Teacher of English in High School, Waupun, Wisconsin, 1913-1915; Teacher of English in Senior High School, Jamestown, North Dakota, 1916-1918; Instructor in English, University of Wisconsin, 1919-1920; Teacher of English in South Division High School, Milwaukee, 1920-1922; Teacher of English in East Side High School, Madison, 1923-1925; Instructor in English, University of Wisconsin, 1925-1927; Stout Institute, 1927—

LILLIAN CARSON, Related Arts.

Earlham College, Richmond, Indiana, University of Chicago, Ph. B. 1919, and M. S. 1926; Instructor and Supervisor of Home Economics, Newcastle, Indiana, 1915-1918; Instructor Related Art, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, 1919-1921; Assistant Professor of Home Economics, Lewis Institute, Chicago, Illinois, 1921-1925; Stout Institute, 1927.

MARGARET WINNONA CRUISE, Nutrition.

University of Toronto, Toronto, Canada, B. A., 1912; Columbia University, M. A., 1918; Summer Sessions, University of Chicago, 1925, 1926, 1927; Teacher in Public Schools, Port Dover, Ontario, 1905-1907; Dietitian, Johns Hopkins Hospital, 1912-1913; Head, School of Household Science, Mount Allison College, Sackville, N. B., 1913-1915; Lecturer of Household Science, University of Toronto, 1915-1917; Instructor of Dietetics and Household Science, Oregon State College, 1918-1920; Lecturer of Nutrition and Household Science, MacDonald College, McGill University, Ste. Anne, Que., 1921-1926; The Stout Institute, 1927—

FRED L. CURRAN, Industrial Education.

State Normal School, Stevens Point, Wisconsin, 1905; Stout Institute, Diploma 1909; B. S. 1921; Bradley Polytechnic Institute, Summers, 1908, 1909. Teacher in Public Schools, 1898, 1903; Principal State Graded Schools, 1905-1907; Stout Institute, 1908—

HATTY R. DAHLBERG, Foods.

Stout Institute diploma, 1906. Teachers College, Columbia University, B. S., 1915. Teachers College, Columbia University, M. A. 1918. University of Wisconsin, Summer Session, 1915. Teachers College, Columbia University, special courses, 1923. Supervisor Household Arts, High School, 1906-1909. Stout Institute, 1909-1913. Supervisor, Household Arts, Madison, Wisconsin, 1916-1917. Supervisor, Teacher Training, Oregon Agricultural College, 1918-1923. Instructor Household Arts, University of Pittsburgh, Summer Session, 1918. The Stout Institute, 1924—

WALTER B. DAVISON, Social Science.

State Normal School, Superior, Wis., 1906; University of Wisconsin, B. A., 1908; University of Wisconsin, M. A., 1911; University of Wisconsin, Summer, 1921; University of Minnesota, Summer, 1924; Head of Department of Social Studies, Blaine High School, Superior, Wis., 1909-1910; Director of Civics, Indianapolis Schools, Indianapolis, Ind., 1910-1914; Head of De-

partment of History and Social Science, State Normal School, River Falls, Wis., 1914-1926; Stout Institute, 1926—

MABEL DUNLAP, Clothing.

Oswego State Normal, Oswego, New York, 1906, Diploma; Teachers College, Columbia University, B. S., 1908; Summer Sessions 1912 and 1917, Teachers College, Columbia University; Director of Pre-Vocational Work for Girls, North Bennett Street Industrial School, Boston, Massachusetts, 1908-1911; Director of Textiles and Clothing, James Milliken University, Decatur, Illinois, 1911-1927; Teachers College, Columbia University, M. A., 1919-20; Stout Institute, 1927—

JOHN FAVILLE, JR., Social Science, Journalism.

Lawrence College, 1917; Beloit College, B. A., 1921; University of Wisconsin Summer Session, 1924; Advertising and Publicity Work, 1921-24, Bradley Knitting Co., Goddard Sales Co., S. S. Kresge Co.; Instructor in English and Coach of Debate, Oshkosh High School, 1924-25; The Stout Institute, 1925—

LILLIAN MARY FROGGATT, Library Administration.

University of Wisconsin, B. A., 1911. Library School of the University of Wisconsin, 1920. High School Instructor, 1911—1919. Teacher Librarian, High School, Burlington, Wisconsin, 1921-1923. Cataloger, Public Library, Racine, Wisconsin, 1920—1921. Teacher, Courses in Library Methods, State Normal School, Oshkosh, Wisconsin, 1922. The Stout Institute, 1924—

H. F. GOOD, Auto Mechanics, Electrical Work, Science.

Iowa State College, B. S. in Electrical Engineering, 1913; B. S. in Agricultural Engineering, 1914. Instructor in Agricultural Engineering, Dunn County School of Agriculture, 1914-1918; Special Training in Gas Engines, Tractors, and Automobiles, with Four Years of Practical Experience; Foreman of Construction Work in Electric Railway Shops, one and one-half years. Stout Institute, 1918—

DANIEL GREEN, Machine Drafting.

Whitewater, Wisconsin, State Normal, 1900-1902; Mechanical Engineering, University of Wisconsin, 1902-1905; B. S. Degree, University of Chicago, 1914; Instructor and director of shop work and drawing, Des Moines, Iowa, Louisville, Kentucky, Marquette, Michigan, and Elgin, Illinois, 1906-1917; Head of Department of Industrial Education, State Normal School, Macomb, Illinois, 1917-1918; Assistant Superintendent, Midland Chemical Company, Argo, Illinois, 1918-1922; Director Vocational Education, Richmond, Indiana, 1922-1924; The Stout Institute, 1924—

C. W. HAGUE, Printing.

Practical Printer, Seven Years Experience. Hamline University 1912-1913; University of Wisconsin Summer Session, 1915; Lawrence College, 1914-1917, B. A. Degree. Seven Weeks at

Intertype Factory School, Brooklyn, N. Y., Summer 1922, Certificate. One Year's Experience Teaching Drafting and Applied Mathematics for Electricians, School of Engineering of Milwaukee; One Year as Instructor of Printing, Vocational School, Appleton, Wisconsin; U. S. Radio School, Harvard University, Cambridge, Massachusetts, 1918; Stout Institute, 1919—

H. M. HANSEN, Advanced Woodwork.

Stout Institute, 1918. University of Wisconsin, Summer Session, 1919. Forest Products Laboratory, Special Courses, 1920-1923. Building Trades Experience 16 years; (Knapp Stout Lumber Company one year. Carpentry, two years. Sash and Door, Planing Mill and Cabinetwork, four years. Patternmaking and Machineshop, one year. Drafting, one year. In the Contracting Business six years. Building Superintendence, one year.) Vocational School Instruction, (Saturdays) two years. Stout Institute, 1912—

CHARLES H. INGRAHAM, Band.

Band Directing Five Summers under F. G. Dana, Third Regiment National Guard Band, Camp Douglas 1891-1894. Direction of Chorus and Assembly Singing under Prof. Lawrence, Columbia University, Summer Session 1918. Organized and Directed for Nineteen Years the Ludington Guard Band, 1888-1907. Organized and Directed Bands, Orchestras and other musical Organizations since 1888.

LILLIAN JETER, Clothing and Related Art.

Kansas State Agricultural College, 1916, B. S.; Teachers College, Columbia University 1925, M. A.; Teachers College, Columbia University, Summer of 1926; Teacher of Clothing and Textiles, Fremont High School, Fremont, Nebraska, 1916-1919; Head, Home Economics Department, Nebraska Wesleyan University, Lincoln, Nebraska, 1919-1926; Head, Clothing and Textiles Department, Alabama College, Montevallo, Alabama, 1926-1927; Stout Insitute, 1927—

THOMAS W. JOHNSTON, Woodturning, Sheet Metal.

University of Illinois, 1908-1910; Bradley Polytechnic Institute, 1910-1912; Columbia University, 1916, B. S.; Special Work in University of Wisconsin, and Washington University, St. Louis, Missouri; Head Manual Training Department, Public Schools, Washington, Iowa, 1911; Instructor, Manual Training, Industrial School, Pittsburgh, Pennsylvania, 1913; Instructor, High School, Duluth, Minnesota, 1918-1920; Instructor, Grade and High Schools, St. Louis, Missouri 1914-1918, 1920-1922; The Stout Institute, 1926—

MRS. CORDELIA KENT, Home Administration.

University of Oklahoma B. S. and diploma, 1921; Graduate study, University of Oklahoma, 1922; Graduate Study, University of

Chicago, Summer Sessions, 1921-1923; Teacher in Public Schools Lamar, Colorado, 1911-1914; Teacher in Public Schools, Oklahoma 1915-1920; Instructor in Cookery, State Normal, Weatherford, Oklahoma, Summer Sessions, 1919-1920; Household Management, Child Welfare, Supervision of Practice Cottage, University of Oklahoma, 1921-1923; The Stout Institute, 1923—

FLOYD KEITH, General Metals, Sheet Metal.
River Falls Normal diploma advanced course, 1915; Stout Institute, B. S. Degree, 1922; Three Summers Playground Work, Winnipeg; Five Years Wisconsin High Schools; Stout Institute, 1922—

RAY F. KRANZUSCH, Auto Mechanics, Radio and Home Mechanics.
The Stout Institute, First Scholarship, 1920-1921. Journeyman Electrical Construction and Repair, Five and One-half Years; Instructor in Electrical, Auto Mechanics, and Radio, Sheboygan High School, Sheboygan Vocational School, 1921-1924; Electrical, Auto Mechanics, Radio, and Home Mechanics Summer Session Stout Institute, 1923; The Stout Institute, 1924—

MABEL H. LEEDOM, Chemistry.
City Normal School, Dayton, Ohio, 1894; Stout Institute Diploma, 1910; Columbia University, Summer Session, 1913; Teachers College, Columbia University, B. S., 1919, Graduate study, Columbia University, Summer Session, 1920. Teacher in Public Schools, Dayton, Ohio, 1895-1905; Stout Institute, 1910-1918; 1920—

JEANETTE LITTLEJOHN, Chemistry.
University of Arkansas, B. A., 1921; Iowa State Agricultural College, Ames, Iowa, M. S., 1923. Graduate Assistant in Chemistry Department, Iowa State College, 1920-1922. Stout Institute, 1923—

MARY M. McCALMONT, Chemistry.
Westminister College, New Wilmington, Pennsylvania, B. S.; Graduate Student, University of Omaha, Nebraska, 1911; University of Wisconsin, 1911-1912, M. S. 1921; Teacher in Public Schools, 1906-1907; Principal of High School and Supervisor of Music, Woodville, Ohio, 1907-1909; City Schools, Omaha, Nebraska, 1909-1911; Stout Institute, 1912—

MARY I. McFADDEN, Education.
State Normal School, Oshkosh, 1897; University of Wisconsin, Ph. B., 1900; A. M., 1907; University of Chicago, Ph. M., 1901; Teachers College, Columbia University, January, 1908—June, 1908. Teacher, Grand Rapids High School, 1891-1892; Principal, Menomonee Falls High School, 1892-1893; Assistant Principal Oconto High School, 1893-1895; Associate Supervisor of Practice, Oshkosh Normal School, 1901-1906; Acting Assistant Professor of Education, University of Kansas, One Semester, 1906-1908;

Principal Muskegon City Normal School, 1909-1910; Supervisor of Practice, Teacher of Pedagogy and Music, Sauk County Training School, 1911-1912; Stout Institute, 1912—

RUTH MICHAELS, Home Economics Education.
State Normal School, Milwaukee, 1902; Stout Institute, 1905; University of Chicago, Ph. B., 1922; Columbia University, M. A., 1923; Instructor, Normal School, Cape Girardeau, Mo., 1905-1907; Head, Foods Department, Cape Girardeau, 1907-1911; Instructor, Foods Department, Iowa State College, 1911-1913; Assistant Professor and Supervisor of Practice Teaching, Iowa State College, 1913-1915; Head, Home Economics Department, State College, Stillwater, Okla., 1915-1916; Dean, Home Economics Division, State College, Stillwater, Okla., 1916-1921; Assistant Professor, Home Economics, University of Pennsylvania, 1923-1927; The Stout Institute, 1927—

GEORGE F. MILLER, Physical Training, Swimming and Athletics.
Normal College, N. A. G. U., Indianapolis, 1912; School for Athletic Coaches, University of Illinois, 1913; Diploma Harvard University School of Physical Education, 1914. Camp Athletic Director, 31st Division, Camp Wheeler, Macon, Georgia, Summer, 1917; School for Athletic Coaches, University of Wisconsin, 1918; Lecturer on Football, Normal College, Indianapolis, 1919; Instructor, University of California, Summer,, 1924; Athletic Director, Evansville, Indiana, Junior and Senior High School, 1912-1917; Stout Institute, 1917—

H. C. MILNES, Machine Shop Practice, Foundry Work, Patternmaking
Armour Institute, 1904-1906; Columbia University, Summer, 1909; Chicago University Summers, 1910, 1911; Four Years' Practical Work in Machine Trades. Teacher of Manual Arts, Evansville, Indiana, 1909-1916; Stout Institute, 1916—

MAMIE RUSSELL MUTZ, Related Art.
State Normal, Peru, Nebraska, Diploma, 1904; University of Chicago, 1907-1908, Ph. B., 1916; Student Art Institute, Chicago, Saturday classes 1907-1908; Applied Arts Summer School, Chicago, 1920; California School of Fine Arts, 1922-1923; State Normal, Peru, Nebraska, Critic, 1905-1907; Supervisor of Art, Training School, 1908-1911; Director Department of Art, 1911-1922; Colorado State Teachers College, Art Department, Spring and Summer, 1922; Stout Institute, 1923—

PAUL C. NELSON, Elements of Woodwork, Carpentry, and Woodfinishing.
The Stout Institute Summer Sessions 1918, 1919, 1924, 1925, and 1926. Total trade experience eighteen years (Apprenticeship Cabinetmaking and Carpentry, five years. Journeyman Cabinetmaking and Millwork, four and one-half years. Foreman Cabinetmaking and Stair building, four years. Journeyman

Carpentry two and one-half years. Building contracting business, two years.) Instructor Cabinetmaking, Woodfinishing, Carpentry, and Architectural drawing, Vocational School and High School, Racine, Wisconsin, eight years. Evening classes in Cabinetmaking and in trade preparatory and trade extension work, in the Building Trades Six Seasons. Elements of Woodwork, The Stout Institute Summer Session 1926, The Stout Institute 1926—

SYLVESTER E. PAULUS, English, Coaching.
Hanover College, Hanover, Indiana, B. A., 1920; Summer Sessions, University of Illinois, University of Iowa; Athletic Director, Daniel Baker College, Brownwood, Texas, 1920-1921; Instructor, English and History, and Director of Athletics, High School, Nogales, Arizona, 1921-1923; Director, Physical Education and Athletics, High School, Tucson, Arizona, 1923-1927; Stout Institute, 1927—

DELLA A. PAYNE, Cafeteria Management.
Baraboo Business College, Diploma, 1897; Whitewater State Normal, Diploma, 1901; The Stout Institute, Diploma, 1916; Teacher and Ward Principal of Public Schools, Marinette, Wisconsin, 1901-1909; Teacher in Public Schools, Baraboo, Wisconsin, 1909-1914; Lewis Hotel Training School diploma, 1921; Teacher of Cookery, Vocational School, Eau Claire, Wisconsin, 1916-1917; Cafeteria Director of Young Women's Christian Association, St. Paul, Minnesota, 1917-1921; The Stout Institute, 1921—

GRACE M. PRICE, Vocational Home Economics Education.
State Normal School, Stevens Point, Wisconsin, Diploma, 1921; University of Chicago, Ph. B., 1924; Summer Sessions, Stevens Point Normal, 1921; Teachers College, Columbia University, 1921; Oregon Agricultural College, Corvallis, Oregon, 1922; University of Chicago, 1923; Teacher in Vocational School, Fond du Lac, Wisconsin, 1921-1922; Head of Home Economics Department, Fond du Lac Vocational School, 1922-1923; Teacher Trainer of Vocational Home Economics Education of Wisconsin, State Board of Vocational Education, June, 1924; University of Wisconsin, Summer Session, 1924. The Stout Institute, 1924—

J. E. RAY, Architectural Drafting, Bricklaying and Concrete Work.
Williamson Trade School, 1908; Stout Institute and University of Wisconsin Summer Sessions, 1917 and 1918; Stout Institute, 1917; B. S., 1922. Seven Years' Experience as a Journeyman and Foreman Bricklayer in New York, Pennsylvania, New Jersey, Texas, Louisiana, Arizona, California, Michigan and Wisconsin. Stout Institute, 1914—

HELEN SARCHET, English.
Grinnell College, Grinnell, Iowa, 1920-21; College of Education, University of Minnesota, B. S., 1924; Summer Session, University of Minnesota, 1925; University of Minnesota, M. A. 1927; Teacher in High School, Excelsior, Minnesota, 1924-1926; Stout Institute, 1927—

FLORA SNOWDEN, Clothing.
City Normal School, Dayton, Ohio; Summer Schools, Chautauqua, New York; Cook County Normal School, Chicago; Martha's Vineyard, Massachusetts; Teachers College, Columbia University; B. S. and Diploma in Household Arts Education; University of Chicago, January-August, 1919; Teacher in Grade Schools and City Normal School, Dayton, Ohio; Teachers College, Kirksville, Mo., 1913-1918; Stout Institute, 1919—

F. E. TUSTISON, Mathematics, Science, Home Mechanics.
Graduate Ohio Wesleyan University, 1909; B. S. Summer Session of Chicago University, 1916; Summer Session, Case School of Applied Science, 1917; Practical Experience in Electrical Installation, Motor Testing, and Cabinetmaking. Director of Gymnasium of Shattuck Military Academy, 1909-1910; Instructor of Science, Somerset High School, 1910-1920; Acting Superintendent of Somerset City Schools, 1919; Stout Institute, 1920—

ROY R. VAN DUZEE, Education, Home Mechanics in Summer Session.
Stout Institute diploma 1914, Stout Institute B. S. Degree 1923; Summer Session Stout Institute 1914, University of Wisconsin 1915, Columbia University 1916; Instructor Manual Arts and Athletic Coaching, City Schools, Bismarck, North Dakota, 1914-1915, Supervisor of Industrial Arts and Athletic Director, City Schools, Minot, North Dakota, 1915-1917, 1919-1922, Director U. S. Postal School Beincourt, France, Winter 1918-1919, Supervisor of Industrial Arts, Public Schools, West Allis, Wisconsin, 1923—, Instructor in Organization of Industrial Arts, Methods of Teaching High School Woodwork and Elements of Woodwork, University of Iowa, two terms summer 1926, Stout Institute Summer Session 1927—

NATHALIA VASOLD, Parental Education, Director of Nursery School.
Saginaw County Normal, Teachers Diploma, 1911; Michigan State College, B. S. 1923; Merrill-Palmer School, 1923; Teachers College, Columbia University, A. M. 1927; University of Minnesota, Summer 1927; Teacher in rural schools of Michigan 1911-1917, 1918-1919; Critic in County Normal, Midland, Michigan, 1919-1920; Teacher in Elementary School, Midland, Michigan, 1920-1921; Asst. State Club Leader, Michigan State College, 1921; Specialist in Girls' 4-H Club Work, University of Illinois, 1923-1926; Stout Institute, 1927—

LETTY E. WALSH, Home Economics Education.
B. A., Iowa State Teachers College, 1915; M. A., and Supervisor

of Household Arts Diploma, Columbia University, 1920; Graduate Study, University of Chicago, Summer Session, 1917. Supervisor of Practice Teaching in Home Economics, Iowa State Teachers College, Cedar Falls, Iowa, 1915-1919. Stout Institute, 1920—

CLARE MARIE WANGEN, School Nurse.
State Normal, Cheney, Washington, Diploma, 1913; University of Washington; Conservatory of Music, Whitman College, 1919-1920; The Johns Hopkins School of Nursing, Diploma, 1924; Maryland R. N. 1924; Night Superintendent and Obstetrical Supervisor, Community Hospital, Geneva, Illinois, 1924-1925; Illinois R. N. 1925; Assistant Theoretical Instructor, The Johns Hopkins School of Nursing, 1925-1926; The Johns Hopkins University, 1925-1926; The Stout Institute, 1926—

R. L. WELCH, Vocational Industrial Education.
James Millikin University, Department of Engineering, 1908-1911; Department of Industrial Education, 1914-1915; Stout Institute, Summers, 1916, 1917; Bradley Polytechnic Institute, Summer, 1919; Practical Experience in the Metal Trades, Director of Industrial Arts, Somerset, Kentucky, City Schools, 1915-1916; Instructor of Mechanical Engineering, South Dakota State College, 1916-1918; Stout Institute, 1919—

STANDING COMMITTEES

* * * * * *

The President of Stout Institute is an ex-offico member of all committees.

Advanced Standing and Credentials
C. A. Bowman, Chm.
W. B. Davison
H. F. Good
M. I. McFadden
R. E. Michaels
L. E. Walsh

Assembly
L. M. Baker, Chm.
F. L. Curran
M. H. Leedom
M. R. Mutz
F. Snowden
L. Carson

Cafeteria
M. W. Cruise, Chm.
F. M. Bachman
M. L. Buchanan
D. A. Payne

Curriculum
B. E. Nelson, Chm.
C. A. Bowman
G. L. Callahan
W. B. Davison
R. E. Michaels
G. M. Price
R. L. Welch

College Government
W. B. Davison, Chm.
C. A. Bowman
G. L. Callahan
H. F. Good
R. E. Michaels
L. E. Walsh

College History
F. L. Curran, Chm.
C. S. Boughton
M. I. McFadden

Commencement
S. S. A. Officers
F. M. Bachman
H. Balerud
W. B. Davison
S. E. Paulus

Library
M. L. Froggatt, Chm.
M. Dunlap
L. Jeter
H. C. Milnes
P. C. Nelson
H. Sarchet

Lyceum
W. B. Davison, Chm.
D. Green
L. Littlejohn
F. E. Tustison
L. E. Walsh

Publications
J. Faville, Chm.
F. M. Bachman
H. R. Dahlberg
C. W. Hague
S. E. Paulus

Student Loans
M. M. Bletsoe
C. A. Bowman
R. E. Michaels

Student Social Activities
A. G. Brown, Chm.
C. A. Bowman
R. F. Kranzusch
R. E. Michaels
G. M. Price
F. E. Tustison
N. Vasold

FACULTY-STUDENT COMMITTEES AND BOARDS

Athletic Council

G. F. Miller, Chm.
H. Balerud
C. A. Bowman
F. Keith
R. E. Michaels
S. E. Paulus

A man and a woman elected from each class, Freshman Sophomore, Junior, Senior.

S. S. A. Advisory Board

S. S. A. Officers.

A man and a woman elected from each class, Freshman Sophomore, Junior, Senior.

This board works in conjunction with the College Government committee.

THE HOME ECONOMICS BUILDING HAS A SEPARATE FLOOR FOR EACH—FOODS, CLOTHING AND TEXTILES, AND SCIENCE. CONTAINS ALSO AUDITORIUM, CAFETERIA AND MAIN OFFICES.

THE GYMNASIUM—NATATORIUM BUILDING. IN ADDITION TO A WELL EQUIPPED GYMNASIUM IT INCLUDES A LARGE SWIMMING POOL, STUDENT CLUB ROOMS, AND BOWLING ALLEYS.

GENERAL INFORMATION

REGULAR SESSION, 1928-1929

LOCATION

The Stout Institute is located in the city of Menomonie, in western Wisconsin, sixty-six miles east of St. Paul, on the Chicago and North Western Railway. Menomonie is also connected with Mississippi River Points by the Chicago, Milwaukee, and St. Paul Railway.

Since the automobile has become the prevailing means of travel, under this caption it is wise to state that Menomonie is located on United States Highways Nos. 10 and 12 and on State Highways Nos. 16, 25, 29 and 79.

HISTORICAL

Many great educational institutions stand today monuments to family pride, monuments to business success, monuments to individual ambitions. None of these, it would seem, inspired the building of The Stout Institute. The vision of the founder of this institution saw at first only an opportunity to serve the young men and the young women who had no opportunity to attend higher institutions of learning, and who through this school could be prepared to do a better piece of work, develop confidence and self-respect, and maintain a happier home; and through the inculcation of higher ideals and genuine standards of honor and truth, do their full part as honored citizens of their country. That was the original motive back of the founding of this school.

The Stout Institute was the pioneer in the placing of instruction in Industrial Arts and Household Arts in a system of public schools. Menomonie was the first city in America in which Manual Training and Home Economics were made a part of the course in all grades of the public school and high school, and this under the supervision and instruction of The Stout Institute.

During the early experimental years these schools were constantly visited and inspected by educators from the far centers east, west, north, and south. The Manual and Household Arts began to find their way into other school systems. Teachers had to be supplied. The Stout Institute alone at that time was ready to furnish them. It was, then, in reply to a general demand that The Stout Institute became a training school, the first in America to dedicate itself wholly to the preparation of teachers of Industrial Arts and Household Arts. It still stands the only—as it was the first—school in this country giving itself wholly to the preparation and training of teachers of Industrial and Household Arts, and certain other occupations closely related to these courses, and for which the standard courses almost equally well prepare these students.

The Stout Institute exists and is here in Menomonie because Menomonie was at one time the great lumber center of the Northwest. It was because of these great lumber interests that James H. Stout came from St. Louis to Menomonie in 1889, and it was these lumber interests which held him here and made him an important factor in the Knapp, Stout and Company, in which connection with the other members of his firm, he amassed a considerable fortune.

But unlike most men with similar opportunity he acquired money not for the sake of money, but for the good that money can be made to do for the betterment of humanity. He was greatly interested in his community, and his city in many ways benefited from his great-heartedness.

It was James H. Stout who had the vision and conceived the purpose and plan of organization of The Stout Institute. It was his success in the lumber business which made it possible for him to at least partially realize his dreams before death unfortunately interrupted his work and cut short a program which would have changed completely the future of the school, and would, without doubt, have left the school amply endowed.

The first building erected contained just two rooms, one given to Manual Training, and the other to Domestic Economy as homemaking work was then termed. The work immediately proved so popular that Mr. Stout erected in 1893 a large building costing in that day of extremely cheap construction, $100,000, and equipped it completely for carrying forward many lines of handiwork. This building served its purpose for only four years, when it was completely destroyed by fire. During the school year 1898-1899 a larger and better building was erected by Mr. Stout as a monument to his faith in the cause he espoused.

Prior to 1903 Mr. Stout's efforts were dedicated to the boys and girls of Menomonie, and all shop and laboratory work was carried forward under the administration of the public schools. In that year, 1903, the character of the school was greatly changed and broadened in scope by the organization of The Stout Training School, and the dedication of its efforts to the training of teachers of Manual and Household Arts.

At this time Lorenzo Dow Harvey, Wisconsin's capable State Superintendent of Public Instruction, nationally recognized as one of the great educational leaders, was made Superintendent of Schools of Menomonie, and President of The Stout Training School. Here began the development of new things in education, the breaking down of century old ideals of education, and the formulating of new standards adapted to all the students of all the schools.

In September, 1903, there were 25 men and women enrolled in the training school. The next year 48 were registered, and in 1905, 98 reported. Three years later, in 1908, there were 197 students enrolled, and in 1913, ten years after this organization and leadership became effective, more than 500 students were in attendance. Early in 1908 another important change came, when through articles of incorporation, The Stout Training School became The Stout Institute, and in the purposes enumerated in its charter could be seen the development of a great school.

Mr. James H. Stout died in 1910. This was a heavy loss

to the institution. Tangible evidence exists showing that had he lived through another half decade, nearly a million dollars would have gone into expansion. After his death the school would not have survived except for the courageous leadership of Dr. Harvey, who prevailed upon the state of Wisconsin to assume all responsibility for the financing of the school.

It was therefore in 1911 that The Stout Institute became a state school. Since that date it has been administered by the State Board of Vocational Education acting as the Board of Trustees of The Stout Institute. Under these new conditions the school assumed new obligations, chief among which was to produce a sufficient supply of competent teachers of Industrial Education and Home Economics for the state. New problems of expansion and specialization had to be met. But the demand for Stout Institute graduates increased so rapidly that a further extension of the courses became imperative. There came now a demand in all of the larger high schools for graduates with four years of college training, and a bachelor's degree. The Stout Institute was not authorized up to this time to go beyond the two-year diploma course. No other school was prepared to furnish such instruction as Stout was able to give. Recognizing that fact, the legislature in 1917 extended the courses to four years and endowed The Stout Institute with degree granting power.

For several years the school continued to grant the two-year diploma because the demand far exceeded the supply of four-year graduates.

In the 1925 catalog the two-year course was omitted and the diploma course became a three-year course. Immediately, however, a higher standard of preparation was required and with the beginning of the school year in September 1926 all shorter courses were discontinued. Freshman students in the fall of 1926 were enrolled on the four-year basis. The detailed schedules of the several phases of the four-year course are given elsewhere in this catalog.

While the larger part of the students enrolled come from Wisconsin, almost every state in the country is represented in the year's enrollment at Stout Institute. Stout graduates are teaching in virtually every state in the Union. They are teaching in Canada, the Canal Zone, Hawaii, Cuba, and the

West Indies. Graduates who can be strongly recommended are generally placed before the degrees are granted. The Stout Institute strives not for enrollment but for accomplishment.

PURPOSE AND ORGANIZATION

The Stout Institute is a state teacher training college administered by the State Board of Vocational Education sitting as the State Board of Trustees of The Stout Institute. The members of this board consist of the State Superintendent of Public Instruction and a member of the State Industrial Commission, ex-officio members; three employers of labor; three employees; and three members representing agriculture, appointed by the Governor of Wisconsin. The Director of Vocational Education elected by the Board of Vocational Education, acts as Secretary of the Board of Trustees.

The revenues for the support of the Institute are secured through appropriations made by the Legislature of the state biennially, from tuitions paid by students attending from other states, and from definite stipulated fees authorized by legislation. Supplementing these revenues the Institute receives the actual cost of carrying on courses in Vocational Teacher Training. This institution has been designated by the State Board of Vocational Education, and by the Federal Board for Vocational Education, as the training school in Wisconsin for the training of vocational and part-time teachers under the Smith-Hughes Act.

The average enrollment for the regular session is approximately 500. The institution administers a complete range of courses in Home Economics and Industrial Education. The enrollment of entering freshmen is restricted to a certain number of sections with a given number of students in each section. This keeps the total enrollment within the capacity of the buildings and equipment of the school.

BUILDINGS AND EQUIPMENT

There are provided four, large, thoroughly equipped buildings, the Home Economics Building, the Industrial Education Building, the Gymnasium, and the Trade Building. In addition there are also dormitories and a Home Management

cottage and infirmary. The institution represents an investment of over a million and a quarter dollars.

Industrial Education Building

The first building to be erected of the group now used for instruction was the Industrial Education building. It is four stories high, with light basement containing engine room, storage and work rooms. The ground floor plan is extended to a total area of 76 by 182 feet, and the annex contains the machine shop, general metal shop, and foundry. All of these shops are well equipped.

The first floor contains wood turning shop, patternmaking shop, demonstration room, and department offices. The second floor contains the print shop with connecting rooms, lecture room, exhibit room and home mechanics shops. The third floor contains lecture and recitation rooms, electrical shops, physics laboratory, and radio room.

The fourth floor is given over entirely to an armory and basketball floor. It has a steel arch trussed roof, providing a full area the size of the main building free from obstructions such as columns or partitions. Seats are banked up at the sides, accommodating eight hundred people conveniently.

Gymnasium and Natatorium Building

The second building erected in this group was for the Department of Physical Training. The building is 66 by 132 feet, and three stories in height. It contains a very completely equipped gymnasium with running track, measuring room, locker rooms, recreation rooms, and bowling alleys on its west side. Its east side is given over largely to baths and contains a swimming pool, 37 by 87 feet, showers, and a well-arranged series of rooms for Russian and Turkish baths. There are also locker rooms, dressing rooms, and social rooms in the east side of the building. The physical director's office is located near the main entrance.

On the second and third floors of this building are the club rooms for student activities. These are designed to foster social pleasures and good fellowship among the faculty and students. The room on the second floor has been equipped with a billiard table and pool table, settees, rugs, easy chairs,

victrola, etc., through the activities of such student organizations as the Stoutonia. A number of magazines are maintained for the reading table in this room. The room is for the use of the men students and is open each night after school and week-ends.

One of the rooms on the third floor has been equipped with attractive furniture, rugs, a piano and other furnishings largely through the initiative of the Y. W. C. A. Another of the rooms has been equipped through the initiative of the Y. M. C. A. These rooms are available for various social activities of the school, religious organizations, literary societies and other school clubs.

Building Trades Building

The third building erected for Stout classes was that given over to shops for teaching the building trades. It is 84 by 175 feet and two stories in height. A basement at one end of the building is entirely above grade level and contains the carpentry shop, 36 by 80 feet. The ceiling of this shop is over twenty feet high and the shop is so constructed that a section of the outside wall, 27 by 20 feet, may be removed, making it possible to move a completed building directly to its proper site. At one end of the shop is a lecture balcony. At the other is a lumber balcony. A moist air dry kiln opens from the lumber balcony and extends into the mill, which adjoins the carpentry shop. The mill is very completely equipped with modern woodworking machinery.

A cabinetmaking shop is connected with the mill and provided with heavy benches, veneer press, sash and door clamp, and a complete glue room. The auto mechanics shop, located in the next room is equipped with gasoline engines, automobile motors, burning and running-in machine, lathe, reboring machine, etc., for handling complete auto repairs. The bricklaying shop is on the first floor. On the second floor over the bricklaying shop the auto mechanics electrical work and chassis work are located. The sheet metal shop on the second floor above the auto shop has a complete equipment, including cornice brake, circular shear, burring, turning, and beading machines and proper stakes necessary for carrying on a complete course in sheet metal work.

A middle entrance leads to the second floor corridor and opens onto a conveniently arranged lecture room. A large shop on this floor is given over to painting and wood finishing, with a varnishing room and fire-proof storage for finishing supplies connected. Two large rooms are equipped for architectural and machine drafting and contain an electric blue-printing outfit.

Elementary Manual Training is taught in a room especially planned for this work, opening upon this corridor. In addition to its necessary tools and benches, it contains several exhibits and conveniences of interest to the teacher of elementary work.

Home Economics Building

The last building erected at Stout Institute was planned principally for Home Economics classes. It is 126 by 228 feet and four stories in height, with a high basement. Two large elevators are provided for students' use, one at each end of the main corridor. They add greatly to the comfort and convenience of those taking work in this building.

The Stout Institute library is located in this building on the main floor in the west wing. The rooms are large, well-lighted, and well-ventilated. In addition to the reading room, there is a magazine alcove, stack room, conference room, cataloging room, and repair room.

The administrative offices are located on the first floor and include the president's office, and those of the secretary, clerks, business manager, registrar, and telephone operator. Home Economics director's offices, reception room, exhibit room, and recitation rooms are also located on this floor.

The Auditorium, located in the east wing of the building, extends up for three stories, with a seating capacity for 800. It is thoroughly equipped as a modern theatre with stage 23 by 50 feet, proscenium arch 32 by 24 feet, decks, fly galleries, and scene loft 50 feet high. There are the usual dressing rooms and lavatories and a stage switchboard controlling all stage and house lights.

The stage equipment includes asbestos drop, picture screen, and both interior and exterior scenery. Special settings for the stage for use in concerts and for lecture work have been built by Stout students. Attention has been given to acoustics as well as to the decorative effect of such settings. A picture booth contains both stereopticon lantern and motion picture machine. Fire exits have been provided in all directions and are properly illuminated. Six doors open up at the rear for general exit.

Clothing, millinery, textiles, and art rooms occupy most of the second floor. They are supplemented by lecture rooms, fitting rooms, and offices. The girls' rest room is on this floor.

Food and nutrition laboratories occupy most of the third floor, and are supplemented by unit kitchens, dining rooms, pantries and lecture rooms. Several types of kitchen arrangement have been installed in order to illustrate the advantages of each for public school installation.

Chemistry and microbiology laboratories occupy most of the fourth floor. These are well-equipped, well-ventilated, and well-arranged. This floor also contains recitation rooms and a lecture and demonstration room seating 253. A carbon dioxide refrigerating system takes care of refrigerators for this floor as well as the third floor.

CURRICULA

Courses are offered in both Schools leading to the Bachelor of Science Degree and the professional diploma in Industrial Education and Home Economics. These courses require four years of work beyond the high school. Upon completion of the four-year course in Industrial Education or Home Economics a diploma is issued which by statute is made the basis for a life certificate after two years of successful teaching in Wisconsin. This life certificate legally qualifies the holder to teach the subjects in which training has been taken, in the public schools of the state. The license to teach is issued by the Wisconsin Department of Public Instruction.

Special two-year courses are also offered in the School of Industrial Education for journeymen who are not high school graduates. A vocational certificate is issued upon the completion of this course and is made the basis of a vocational license issued by the State Department of Vocational Educa-

tion of Wisconsin, permitting the holder to teach in vocational schools in the state.

RESIDENCE REQUIREMENTS

No certificate, diploma or degree is issued to any person who has not been a student in residence for at least one year. Four summer sessions are considered the equivalent of one year's residence.

GENERAL REQUIREMENTS

The degree of Bachelor of Science is conferred upon students completing the work of either of the two schools, Industrial Education and Home Economics, upon the completion of the four year curricula and including the required professional courses. Fully registered students must complete 132 semester hours and Physical Education for the degree.

QUALIFICATIONS FOR ADMISSION

Graduation from an approved high school or equivalent preparation is required for admission to The Stout Institute. A certificate of recommendation, which may be secured from the principal of the high school, should be filed with the secretary as early as possible. Students entering Stout are required to submit a physician's certification to their physical condition. A supplementary examination is made of all first year students and an annual examination of all students is required during the other years of attendance at this institution. This examination is made by a consulting physician connected with the institution. The charge for this examination is included in the infirmary fee referred to elsewhere. These credentials together with a statement of approved rooming arrangements are required before the enrollment shall be considered complete.

For admission to the vocational special course, high school graduation is not required, but letters indicating trade experience are required.

SPECIAL STUDENTS

All students taking work for credit toward diplomas or degrees are regular students. The Institute administration

urges very strongly that all students enter regular courses and take the work outlined for those courses, even though they may not be able to stay on for the time required to complete the courses. Students are given special classification only when age and the preparation of the applicant, in the opinion of the president, make such classification expedient and justifiable.

CREDITS

The unit used in computing the amount of work required for graduation is the credit or semester hour which represents one hour of class work per week for one semester. One semester hour of class work presupposes that the student will spend two hours of preparation. Two hours of laboratory work with preparation is considered the equivalent of one class hour, or three hours of laboratory work and no preparation. In order to receive a degree each student must earn not only 132 semester hours, but must attain a similar number of honor points as shown in the following table:

Grade	Numerical Ranking	Honor Points
A	94-100	3 per semester hour
B	86-93	2 per semester hour
C	78-85	1 per semester hour
D	70-77	0 per semester hour
F	Failure	
Inc.	Incomplete	

The number of cuts from any course shall be directly in proportion to the number of semester hours credit in that course. The following tabulation summarizes the cut rules:

5 hour course	5 cuts
4 hour course	4 cuts
3 hour course	3 cuts
2 hour course	2 cuts
1 hour course	1 cut

The penalty for each absence beyond the cuts allowed in a course shall be a three per cent reduction from the individual's numerical grade for the work in the course.

The days on which no cuts are allowed are the last school

day before a school recess, and the first school day after a school recess. An absence on a no-cut day shall cause a three per cent reduction from the student's grade regardless of the number of previous cuts.

Any student who is too ill to attend classes should report at once to the school nurse. Any student living in Menomonie shall have his or her parents or guardian notify the school nurse. Cases of very severe illness or other serious situations that will enforce prolonged absence shall be referred to the deans. In such cases an incomplete can be reported. To secure a record of incomplete, a student must have in that course, at the time of withdrawal, a passing grade. Such a record of incomplete shall be granted only in cases in which the absences incurred have been due to situations over which neither the teacher nor student has any control.

TRANSFERRED CREDIT

Advancd credit will be given for equivalent work done in colleges of recognized standing. The question of equivalency will be determined by the faculty committee on advanced credit.

Students seeking credit for work done in other institutions must present evidence of honorable dismissal from such institutions, and a certified record from the institution showing the number of semester hours work in each subject, together with a copy of the catalog, of the institution showing the courses taken.

ENROLLMENT

Persons who plan to enter the Institute should fill out an application for enrollment in advance. Blanks furnished by the Institute will be sent upon request. This enrollment blank, when filled out, should be forwarded to the school together with a health certificate, a certification of good character from the principal of the high school or city superintendent, and a copy of the applicant's high school credits, the latter on the special blank of the Institute. While advance enrollment is not absolutely necessary, it is advisable as the number admitted to beginning classes is limited and advance enrollment insures a place in these limited sections.

TUITION, REGULAR SESSION

Tuition is free for residents of Wisconsin. The tuition charge for non-residents and the definition of non-residents is covered in the following quotation from the Wisconsin statutes:—

"Any student attending The Stout Institute who shall not have been a resident of the state for one year next preceding his first admission thereto shall pay a tuition fee of one hundred twenty-four dollars for the school year and a proportionate amount for attendance at the summer session."

Tuition is payable in advance each semester.

SHOP AND LABORATORY FEES

Fees are charged for shop and laboratory courses to cover the per capita cost of material used by students in these courses. The amount of the fee is given in connection with the outline of each course. In addition to the shop and laboratory fees students are required to pay for any breakage of equipment or damage to buildings for which they are responsible. Fees are payable registration day at the beginning of each semester and summer session. The fee receipt is to be retained by student to gain admittance to classes. A charge is made for duplicate receipts.

LIBRARY FEES

A library fee of $3.50 is payable at the beginning of each semester. This is required of each student. For this fee all necessary textbooks are furnished from the loan textbook library without any extra charge to students. The reference library is supplied with standard books needed to supplement textbooks in different subjects.

The reading room is supplied with daily and weekly newspapers, educational, literary, and technical periodicals adapted to the needs of the students and available for their use.

In addition to the Stout Institute Library students have access to the Memorial Free Library, one block from the Stout Institute main buildings. The combined facilities of the two libraries make available 32,000 volumes, exclusive of public documents.

SPECIAL EXAMINATION FEE

A fee of two dollars is charged for any special, final, individual examination given for the purpose of determining students' credit. The special arrangements for such examinations and permits are secured with either the Dean of the School of Home Economics or the Dean of the School of Industrial Education depending upon the work to be covered in the examination.

Estimates on Usual Expenses Incurred by a Student for a Regular Session of Thirty-Six Weeks

	H. E.	I. A.
Library Fee (Semester $3.50)	7.00	7.00
Physical Education Fee (Semester $2.00)	4.00	4.00
Infirmary Fee (Semester $2.50)	5.00	5.00
S. S. A. Membership	8.00	8.00
Room (Average dormitory rate for women. Rooms out in town vary according to desirability of room and location	80.00	90.00
Board (Dormitory rate for women. Rates out in town vary somewhat)	198.00	216.00
Laundry (Dormitory rate for a definite amount for women. Local work higher)	18.00	25.00
Materials for Clothing Classes for Women (average	20.00	
Laboratory Fees for Women (average)	25.00	
Shop and Laboratory Fees for Men (average)		30.00
Drawing instruments, overalls, small tools, etc.		27.50
Estimated Expenses for Residents	365.00	412.50
Tuition for Non-Residents	124.00	124.00
Estimated Expenses for Non-Residents	$489.00	$536.50

The fact that incidental expenses, amusements, traveling expenses, postage, clothing, personal supplies, etc., are not included in the above must be taken into consideration.

INCIDENTAL FEES

Special Examination Fee (taken in special cases only....2.00
Fees for Transcripts (A student is entitled to one transcript of his credits. Each additional copy is issued at the rate of 1.00
Locker Keys (Deposit $2.50—Refund $1.75)..... .75
Manuals and Bulletins (average) 2.25

EICHELBERGER SCHOLARSHIPS

The Eichelberger scholarships, four in number, of one hundred dollars each, given at Commencement time to two men and two women, are based upon scholarship, personality, future possibilities, social attitude and accomplishments, and value to the school. The scholarships are granted to students who have a certain high rank and are available in four quarterly payments during the senior year at The Stout Institute. The selection of the candidates is made at the annual Commencement period at the close of the regular session upon the completion of three years of work by the candidates.

SELF-SUPPORT AND STUDENT AID

While there are opportunities for a limited number of students to earn a part of their expenses while pursuing courses, it should be borne in mind that the courses are designed to require the whole of a student's time and effort, and that the amount of outside work the student will be able to do cannot be great. For this reason students are not encouraged to enter college whose funds are not sufficient to meet their expenses for at least the first year. Expenses here are very low, but the amount of work available is comparatively small.

As far as possible students are employed for extra work about the library, laboratories, and in the cafeteria, and also as janitors. Some opportunities offer themselves outside of school activities. A great deal depends, of course, upon the ability and energy of the individual, and his willingness to do any kind of work. The best places are usually secured by those who have been in college for some time.

The Institute does not undertake to secure places for any

student in advance, or guarantee employment. It does, however, under the Stout Student Association, maintain a Students' Employment Bureau for the benefit of those desiring work, and does all in its power to assist the student who is worthy.

The school operates a Student Loan Fund and makes available aid to needy and deserving students within the limits of the fund. Loans are not made, however, to freshman students, and are made only to those students whose school record in scholarship and deportment recommend them to the Committee on Student Loans. Money from this fund is loaned at five per cent, and the loans are made returnable within one year after the student leaves school.

FEES FOR TRANSCRIPTS

Each student upon graduation may obtain a certified transcript of the standings earned while in attendance at The Stout Institute. Additional copies are furnished at a charge of one dollar per transcript.

THE INFIRMARY

The Stout Institute maintains an Infirmary for the care of students, where every detail of sanitation is carefully supervised. A resident registered nurse is always on duty and supervises the health of students throughout the college. The nurse maintains regular office hours in her rooms in the Home Economics Building, where she is easily consulted by students.

A fee of two dollars and fifty cents per semester is charged to all students. This fee insures dispensary service and if necessary, ten days of hospital care. Students rooming in the dormitories will not be charged for meals while at the Infirmary. All other students will be charged at the rate of one dollar per day.

FEE FOR SCHOOL ACTIVITIES

The Stout Institute offers a wide range for student activities in addition to the regular work of the school. Besides the regular classes in physical education for men and women,

the Institute is represented each year by strong football, basketball, baseball, and track teams. Flourishing glee clubs, one for the men and one for the women, have been maintained for a number of years. The Men's Glee Club frequently makes a short road trip in the spring. The dramatic work of the men and women is combined in the organization called the Manual Arts Players. A permanent Lyceum committee is maintained, operating each school year a five or six number course of the very best talent available. The school paper, The Stoutonia, is published each Friday. The editorial, mechanical, and business management of this paper is handled by students. Numerous social affairs take place throughout the year in the school gymnasium. The school has had a strong band organization each year, membership in which is open to men and women.

All of these organizations through contests, concerts plays, programs, contribute to the social life of the school. The management of admission, booking ,and relationship with various student activities is through the Stout Student Association, the officers of which are elected each fall at a regular all-school election.

The membership charge, $8.00 per year, is payable by all students at the time of enrollment at the beginning of each semester, $5.00 the 1st semester and $3.00 the second. This membership gives to every student of the Institute admission to all athletic events including football, basketball, and baseball, all concerts by student musical organizations including the band, men's glee club, and girls' glee club, productions of the Manual Arts Players, all lyceum entertainments under the supervision of the student association, all student dances given under the auspices of the student association, and the semester's subscription to the student weekly newspaper, the Stoutonia. The Stout Student Association membership has eliminated the necessity for the many former student drives for the financial support for the usual college activities. The only exceptions are the college annual, the Tower, and the religious organizations. The association has added much to the social atmosphere of the school and has systematized and made harmonious all school activities.

DORMITORIES

Bertha Tainter Hall accommodates about thirty young women. The hall is furnished with all modern conveniences. The rooms are comfortably heated and properly lighted, and standing apart from any other buildings, as it does, occupants are assured of good ventilation.

Tainter Annex accommodates sixty-six young women. and is situated on the same grounds with Bertha Tainter Hall. It is thoroughly suited to the purpose for which it is planned. Each room is sub-divided, separating it into living and sleeping quarters. Each room accommodates two students.

Lynwood Hall accommodates sixty-three students. It was built for the purpose for which it is used and is, in every appointment, adequate and complete. Students living at Lynwood Hall will be required to take all meals at the Stout Cafeteria, one-half block distant. All students rooming at Lynwood Hall will be required to purchase one $5.00 cafeteria coupon book each week. No exception will be made to this requirement.

The charge for a room for the school year of thirty-six weeks, for each student, is $80 to $90, according to size and location of the room. These prices apply to all three dormitories.

In Tainter Hall and Annex the charge for meals and definite amount of laundry work for each student is $6.00 per week.

All non-resident women are required to live in dormitories except Juniors and Seniors of more than 25 years of age with whom it is optional.

Sheets, pillow cases, and spreads will be furnished in all dormitories. Students must supply towels and blankets. Blankets will be furnished, however, during the summer session.

Room rent in dormitories is payable by semesters, in advance, at the beginning of each semester.

Board and laundry charges are payable four weeks in advance.

Rooms in dormitories will be available Saturday, September 8, 1928.

LIVING EXPENSES OUTSIDE DORMITORIES

Accommodations for men and those women not living in dormitories may be secured in the city at varying rates depending upon locations and quality of service. Rooms may be had as low as $2.50 per week per person, and table board may be secured in private homes at $5.50 to $6.50.

STOUT CAFETERIA

The Stout Institute Cafeteria, located in the east end of the basement of the Home Economics building, was opened in the fall of 1921. It is for the use of the students and faculty at the Institute, and their guests. At present several hundred may be accommodated for three daily meals. The equipment is complete and modern; prices are moderate; the service is adequate; the food and cookery are excellent. The cafeteria proves a convenience and an economy to many students. Students are securing meals for the week at from $5.00 to $6.50. For the school year 1928-29 the cafeteria opens for breakfast Monday morning, September 10, 1928.

TEA ROOM

The Stout Tea Room, opened two years ago, is an attractive luncheon or tea room under the management of the director of the cafeteria. It provides simple a la carte service during the late afternoon hours and will prove an inviting place to rest over the tea cups or while enjoying an iced drink and a sandwich. Student and faculty parties are popular here.

REFUNDS

Students who are compelled to withdraw from the Institute by reason of illness, not due to poor physical condition or ill health existing before entering, are entitled to a refund of tuition from the date when notice of such withdrawal is received to the end of the semester.

Students boarding in the dormitories are also entitled to a refund of whatever amount has been advanced for board beyond the date when notice of withdrawal is received.

Refund for advance payment of room rent in the dormitories is allowed from the date when the room is again rented. Effort is made to secure an occupant at the earliest date possible.

As books and supplies for which fees are charged have to be bought in advance in quantities necessary to supply the entire enrollment, no refund of fees is made in any case.

COOPERATIVE WORK

An expanding program of opportunity for cooperative work for students in the School of Industrial Education is available. This work is of two types, teaching and shop experience. In the supervised teaching which all students must take in the professional group opportunity is offered at Stout Institute for such teaching in grades 5 to 12 in the Menomonie Public Schools and in the day and evening classes of the Menomonie Vocational School. Through special arrangements teaching experience in certain other types of schools outside of Menomonie is available for a limited number of students each year. Through having these opportunities in addition to those on the campus all types of teaching positions open to Stout graduates are available for supervised teaching during the training program.

All students in the School of Industrial Education select certain major and minor lines of work in shop work and drawing. Opportunity for advanced students to spend some time in certain selected industries securing practical production experience is available. The scope of such shop experience and the kinds and types are being constantly expanded. During the school year of 1928-29 such work will be available for students majoring in printing, woodworking, and possibly in certain other lines. The purpose of such work is to give the student modern shop experience in the industry in those phases of the work which are not completely represented on the campus.

THE DEMAND FOR GRADUATES

The demand for graduates of Stout Institute as teachers and administrators of Industrial Education and Home Economics is steadily increasing year by year. Graduates have taught or are teaching in every state of the Union, with occasional exceptions, and in Canada and Porto Rico. There is an increasing demand for dietitians, lunchroom managers, institutional and social workers. While the officers of the Institute never guarantee positions to students upon graduation, they do everything in their power to assist graduates to positions they are qualified to fill.

The number of schools in which Industrial Education and Home Economics are being taught is rapidly increasing and the demand for well-trained teachers of these subjects is greater than ever before.

The officers of the Institute are glad to recommend teachers to school officials who are seeking competent teachers or directors of vocational schools, of manual training, Industrial Education, and Home Economics. In making recommendations reasonable caution is used to name candidates who by training, temperament, personality, and experience are adapted to the demands of the position to be filled. For the past few years The Stout Institute has been called upon to furnish more teachers than it has been able to supply or willing to recommend.

The authorities of The Stout Institute are making a special appeal to graduates of the two-year diploma course to return to this institution to complete the work leading to the Bachelor of Science degree. The demand for degree graduates in all grades of schools is becoming more insistent. It is constantly becoming harder to place our two-year people, and the work now demanded in many schools requires the extra preparation.

REGULAR SESSION, ENROLLING

The school year opens September 10,1928, the first semester closing January 25, 1929. The second semester opens January 28, 1929, and closes May 31, 1929. Students should arrange to enter at the beginning of the school year if possible. When this cannot be done, students may enter at the beginning of the second semester or at the beginning of the summer session.

All students contemplating attendance at Stout Institute should, if possible, make plans to secure the degree.

Address all correspondence regarding courses of study or general work of the Institute, to

President Burton E. Nelson,
The Stout Institute, Menomonie, Wisconsin.

GENERAL INFORMATION SUMMER SESSION, 1928

The Twenty-Third Annual Summer Session of The Stout Institute opens June 18, 1928, and closes August 16, 1928. During the summer session, which is a nine-week term, classes are held five days of the week, the week-ends affording opportunity to make use of the recreational facilities of Lake Menomin, Red Cedar River, and vicinity.

In subjects requiring daily recitation during the eighteen-week semester a half credit is secured in the summer except where two recitations per day make it possible to secure full credit. In subjects requiring two or three recitations per week during the eighteen week semester full credit is given during the summer session by increasing the number of periods per week.

During the seven summer sessions which have been operated since the nine-week term was adopted for the summer session, a number of advantages have been discovered. The regular session being thirty-six weeks in two semesters of eighteen weeks each makes possible the completion of units of work in the summer session which interlock with the regular session without program difficulties. The students who finished the two-year course and have seen fit to make use of summer sessions for the completion of the work for the degree have found the nine week session very convenient. It has been demonstrated also that the nine week session with its opportunity for the completion of the equivalent of one-fourth of a year's work can be handled for a relatively slight increase in expenses. The dates of the nine week session make possible enrollment without loss of time on the part of teachers in vocational schools where the school year runs late. The session closes early enough to allow a return for the earliest fall openings of the school year, thus avoiding some of the difficulties which have arisen where double summer sessions of six weeks each have been operated. The recreational facilities of Menomonie and its vicinity make a

very definite added contribution to the attractiveness of The Stout Institute summer session.

Summer session classes are designed to meet the needs of various groups of people. Former students and graduates of the diploma course have excellent opportunity for taking advanced work for credits towards the degree. Supervisors and teachers of industrial education or home economics can strengthen their work in technique or in the field of education. All persons interested in special studies related to work in industrial or homemaking courses will find much of interest in the summer session schedule. The Stout Institute has been designed by the State Board of Vocational Education as the institution in Wisconsin to receive Federal aid under the Smith-Hughes Law for the preparation of teachers for vocational schools.

Excellent dormitory facilities are available for men and women in the summer session. The Stout Institute also operates its own cafeteria. Rooms and table board may also be secured in the city at various rates depending upon location and quality of service.

The summer session bulletin mailed upon request carries detailed listings of all courses offered in the summer session and specific program schedules.

COURSES OF STUDY---1928-1929

SCHOOL OF INDUSTRIAL EDUCATION

Four-Year Course

Leading to the Bachelor of Science Degree in Industrial Education, teacher's professional diploma, and special state license.

FIRST YEAR

			Sem. Hrs.
English	102	English Composition	5
English	108	Contemporary Literature I	1
History	103	United States History	5
Education	125	General Psychology	5
Industrial Education	(See list)	Shop, Drawing, Design	16
			32
Physical Education		Physical Education	2
			34

SECOND YEAR

			Sem. Hrs.
English	106	Public Speaking	2
English	216	Survey of English Literature	2
Social Science	105	American Government	3
Mathematics	207-211	Mathematics I-II	4
Education	222	Principles of Educational Procedure	3
Education	205	Methods of Teaching Industrial Arts	2
Education	203	Plans and Instructional Material	1
Physical Education		Hygiene	1
Industrial Education	(See list)	Shop, Drawing, Design	16
			34

The 16 hours of shop work and drawing in the first year consist of eight courses in the following:

Elements of Woodwork, I, II
Sheet Metal I
Electrical Work I
Woodturning I
Machine Shop I
Printing I
Elements of Mechanical Drawing I

The shop work and drawing in the first year is required of all students except those entering with specific journeyman experience in trades. The freshman shop schedule is modified for such men. The selection of shop and drawing work in the

second, third, and fourth years is based upon the experience gained in the freshman courses and a detailed analysis of calls for teachers showing the locations and distributions of kinds of work called for and the usual combinations in demand.

Specific selections of shop work for the second year and tentative selections for the shop work for the third and fourth years are made at the close of the freshman year. Such selections are combinations made from the following:

Carpentry I, II, III, IV
Millwork I, II
Cabinetmaking I, II, III, IV
Masonry I, II, III, IV
Home Mechanics I
Auto Mechanics I, II, III
Woodfinishing I, II
Patternmaking I, II, III, IV
Architectural Drawing I, II III, IV
Furniture Upholstery I
Machine Drawing I, II, III, IV
Foundry I, II, III, IV
Radio (Electrical IV)
General Metal Working I, II
Sheet Metal II, III, IV
Electrical II, III
Woodturning II
Machine Shop II, III, IV
Printing II, III, IV
School Publications I
House Furnishing I, II

In the third and fourth years there are certain courses required of all students in the School of Industrial Education. These required groups in the third and fourth years are listed below. In addition to the subjects in the required list for the third and fourth years three lines of choice are open. A student with a special interest in the Social Sciences will in the third and fourth years take the subjects in the required list plus those in the Social Science sequence. If the student's major interest is in the sciences he will select those listed in the Science Sequence. The third choice in academic work is listed under the General Subjects Elective Sequences. This third choice is made up of certain selections from the preceding two sequences.

THIRD YEAR

			Sem. Hrs.
English	340 and 342	Contemporary Lit. II A and B	2
English	302 or 439	Advanced Composition or Journalistic Writing	2
Education	357	Organization and Administration of Industrial Education	4
Education	408	Student Teaching	4
Education	350	Child Psychology	2
Industrial Education	(See list)	Shop, Drawing, Design	8

FOURTH YEAR

English	402 or 404	Contemporary Literature IV	2
Education	401,	Vocational Guidance	2
Education	441	Educational Measurements	2
Education	304 or 305	The Part Time School and Its Problems or History of Education	2
Industrial Education	(See list)	Shop, Drawing, Design	4

In addition to the subjects listed in the required groups for the third and fourth years students electing the Social Science Sequence will take the following.

THIRD YEAR

			Sem. Hrs.
Social Science	201	Economics I, General	3
Social Science	303	Economics II, General	2
History	305	Modern European	3
History	301	United States Industrial	3
Social Science	307	Social Psychology	2

FOURTH YEAR

History	409	Recent United States	3
Social Science	309	Principles of Sociology	3
Social Science	411	Social Problems	3
Social Science	413	History of Labor Movements	2
Social Science	415	Labor Problems	3
		Electives	5
Social Science	419	Educational Sociology	3
Social Science	417	American Politics	3
English	223	Public Speaking, Advanced	2
English	402	Novel	2
English	404	Poetry	2

In addition to the subjects listed in the required groups in the third and fourth years, students selecting the Science Sequence will take the following:

THIRD YEAR

			Sem. Hrs.
Mathematics	313	Mathematics III	3
Biology	122	Biology, General	3
Chemistry	110	Chemistry I, Inorganic	3
Chemistry	120	Chemistry II, Inorganic	3

FOURTH YEAR

Chemistry	445	Chemistry III	3
Chemistry	208	Chemistry, Organic	3
Physics	421	Physics I	5
Physics	423	Physics II	3
Physics	425	Physics III, Strength of Materials	3
Physiology	214	Physiology and Hygiene or	
Bacteriology	206	Bacteriology	3

In addition to the subjects listed in the required groups for the third and fourth years, students selecting the General Subjects Elective Sequence will take the following:

THIRD YEAR

			Sem. Hrs.
Chemistry	110	Chemistry I, Inorganic	3
Chemistry	120	Chemistry II, Inorganic	3
Social Science	201	Economics I, General	3
Social Science	303	Economics II, General	2
History	301	United States Industrial	3

FOURTH YEAR

Physics	421	Physics I	5
Physics	423 and 425	Physics II and III or	
Chemistry	445 and 208	Chemistry III and Organic	6
		Electives	7
English	223	Public Speaking, Advanced	2
English	402	Novel	2
English	404	Poetry	2
History	409	Recent United States	3
Social Science	309	Principles of Sociology	3
Social Science	419	Educational Sociology	3
Social Science	417	American Politics	3
Social Science	413	History of Labor Movements	2
Social Science	307	Social Psychology	2

A special schedule is provided for journeymen desiring teacher training in preparation for entering teaching in vocational schools. The schedule, designated as the vocational special, is open only to journeymen. Students who are journeymen and also high school graduates may take the work included in the schedule and additional work leading to the Bachelor of Science Degree if they so desire. The arrangement of the schedules for the first two years for the vocational special classification follows:

Schedules for Students Selecting the Vocational Special Classification

FIRST YEAR

			Sem. Hrs.
Industrial Education	(See lists)	Shop, Drawing, Design	8
English	102	English Composition	5

English	106	Public Speaking	2
Social Science	105	American Government	3
History	301	Industrial History	3
Education	357	Organization and Administration of Industrial Education	4
Education	125	General Psychology	5
Education	304	The Part Time School and Its Problems	2
Physical Education		Hygiene	1
			33

SECOND YEAR

			Sem. Hrs.
Industrial Education	(See list)	Shop, Drawing, Design	12
Social Science	413	Labor Movements	2
Social Science	415	Labor Problems	3
Social Science	307	Social Psychology	2
Social Science	201	Economics I	3
Social Science	303	Economics II	2
Education	408	Student Teaching	2
Education	407	The Teaching of Shop Subjects in the Part Time School	2
Education	443	Problems in the Teaching of Shop Subjects in the P. T. School	2
Education	401	Vocational Guidance	2
Physical Education		Physical Education	1
			33

This schedule of work outlined for the Vocational Special student is closely articulated with the certification requirements of the Wisconsin State Board of Vocational Education. These requirements are as follows:

For the purpose of measuring the attainment and the progress of the Part-Time Schools of the State, the Wisconsin State Board of Vocational Education, with the aid of the directors, has set up certain standards of preparation for each phase of part-time school teaching, and is classifying part-time school teachers on the basis of these standards.

Teachers of Shop Subjects are classified as follows:

Junior Teachers

The Junior classification is granted to and held by:—

1. All teachers employed in the part-time schools of Wisconsin prior to January 1, 1926, who have not qualified for a higher classification as long as they spent one summer out of every three, or the equivalent in professional improvement along the lines laid down for securing the Senior A classification and approved by the Local Board of Industrial Education and the State Board of Vocational Education. At least six credits must be earned over each three year period. The following courses must be taken first:—

1. The Part-Time School and Its Problems .....2 credits
2. The Teaching of Shop Subjects .....2 credits

2. All teachers employed in the part-time schools of Wisconsin on or after January 1, 1926 who:—

(a) Are not yet qualified to hold a higher classification.

(b) Have had successful experience in the vocation taught for at least three years beyond the completion of apprenticeship; or the equivalent.

(c) Have agreed to and do improve themselves according to the program outlined for securing Senior A classification, spending at least every alternate summer; or the equivalent, in training approved by the Local Board of Industrial Education and the State Board of Vocational Education. At least six credits must be earned over each two year period. The following courses must be taken first:

1. The Part-Time School and Its Problems ..... 2 credits
2. The Teaching of Shop Subjects in the Part-Time School ..... 2 credits

Senior B Teachers

The Senior B classification is granted to every teacher of shop subjects who was employed in the part-time schools of Wisconsin prior to January 1, 1926, and who has not yet qualified for the Senior A classification, whenever he shall have fulfilled the following conditions:—

1, Completion of five years of successful teaching in the part-time schools of Wisconsin in the shop subject for which Senior B classification is asked.

2. Completion of one summer term's work, or the equivalent. At least six credits must be earned in courses approved by the Local Board of Industrial Education and the State Board of Vocational Education. The following courses must be taken first:—

1. The Part-Time School and Its Problems .....2 credits
2. The Teaching of Shop Subjects in the Part-Time School ..... 2 credits

The Senior B classification will be extended as long as the possessor teaches successfully and spends one summer out of every three in professional improvement along the lines laid down for securing Senior A classification. At least six credits must be earned over each three year period.

Senior A Teachers

The Senior A classification is granted to every teacher of a shop subject who has fulfilled the following conditions:—

1. Successful experiences in the vocation taught for at least three (3) years beyond the completion of apprenticeship; or the equivalent.

2. Successful teaching experience of not less than (3) years in the part-time schools. One of these three years must have been in Wisconsin.

3. Completion of two (2) years of training in an approved technical or general institution of college rank; or the equivalent.

Note: Time spent by person without practical experience in a trade or technical school learning elementary processes, if counted in on the apprenticeship period mentioned above, cannot be counted here. This two years of school training is to be in addition to the learning of the elementary trade or industrial processes.

4. Completion of the following courses, which may be included in the two years of college training required under (3) above; or the equivalent.

The Part-Time School and Its Problems .....2 credits
The Teaching of Shop Subjects in the Part-Time School ..... 2 credits
Psychology ..... 2 credits
Vocational Guidance .....2 credits
Problems in the Teaching of Shop Subjects in the Part-Time School ..... 2 credits
Elementary Economics .....4 credits

Four additional credits in Economics chosen from the following or similar courses:

Labor Problems .....
Labor Legislation .....
Employment Management .....
The Labor Market .....
Industrial and Business Organization and Administration .....
Sociology .....
} 4 credits

SCHOOL OF HOME ECONOMICS

Four-Year Course

Leading to the Bachelor of Science Degree in Home Economics

—Required Subjects—

FIRST YEAR

			Sem. Hrs.
Education	124	Psychology	3
English	102	English Composition	5
English	106	Public Speaking	2
English	108	Contemporary Literature	1
Biology	122	Biology I	3
Chemistry	110	Inorganic I	3
Chemistry	120	Inorganic II	3
Home Economics	100	Textiles	3
Home Economics	104	Clothing I	3
Home Economics	112	Foods I	3
Home Economics	116	Orientation	0
Related Art	114	Color and Design	3
Physical Education			0

SECOND YEAR

Social Science	201	General Economics	3
Education	204	Educational Psychology	2
Education	222	Principles of Education	3
English	216	Survey of English Literature	2
History	305	Modern	3
Bacteriology	206	General Bacteriology	3
Chemistry	208	Organic	3
Physiology	214	Physiology I	3
Related Art	220	Clothing Selection	2
Home Economics	212	Food Economics	3
Home Economics	218	Nutrition	3
Home Economics	218	Clothing II	3
Physical Education			

THIRD YEAR

			Sem. Hrs.
Education	304	Part-Time School	2
English	302	Advanced Composition	2
English	402	Novel	
	or		
	404	Poetry	2
Related Art	334	House Furnishing I	3
Home Economics	318	Family Health	2
Home Economics	326	The Family	2
Home Economics	320	Home Administration	3
Home Economics	330	Home Economics Education I	3
Group A			6
Group B			4
Group C			6

FOURTH YEAR

Education	108	Student Teaching	4
Education	410	Home Economics Education II	2
Home Economics	422	Practice House	3
Home Economics	424	Child Development	4
Group A			4-6
Group B			4-6
Group C			4-6

Notes:
1. Upon completion of the work of the second year students must select one group of subjects under A and complete this group during the Junior and Senior years.
2. Students who desire certification in Wisconsin for the teaching of General Science, Social Science and Vocational Home Economics will be able to secure such certification by selecting in addition to the A group the desired group under B.
3. General electives to complete the semester hour requirements for graduation, may be chosen from C.

GROUP A

1. Foods

			Sem. Hrs.
Bacteriology	420	Food Bacteriology	3
Chemistry	322	Physiological	3
Home Ecomonics	310	Nutrition II	3
Home Economics	306	Problems in Nutrition	3

2. Institutional

Bacteriology	420	Food Bacteriology	3
Chemistry	322	Physiological	3
Home Economics	324	Nutrition II	3
Home Economics	418	Nutrition III	3
Home Economics	352	Institutional Administration	3

3. Clothing

Related Art	332	Color and Design II	3

Home Economics	312	Applied Dress Design	3
Home Economics	316	Clothing Economics	3
Home Economics	336	Clothing Problems	3

4. Home Economics Education

Home Economics	306	Problems in Nutrition	3
Home Economics	300	Lunchroom Management	2
Home Economics	312	Applied Dress Design	3
Education	344	Extra Curricular Activities	3

5. Related Art

Related Art	332	Color and Design II	3
Related Art	426	Seminar in Related Art	3
Related Art	432	House Furnishing II	
	or	or	
Related Art	434	House Furnishing III	3
	or	or	
Related Art	436	Costume Design	3

GROUP B

1. Vocational Education

			Sem. Hrs.
Education	304	Part-Time School	2
Education	412	Analysis and Organization of Home Economics in P. T. School	2
Education	414	Methods of Teaching Home Economics in P. T. School	2

2. General Science

Chemistry	110	Inorganic	3
Chemistry	120	Inorganic	3
Chemistry	203	Organic	3
Bacteriology	206	Bacteriology I	3
Biology	122	General Biology	3
Physiology	214	General Physiology	3
Physics	421	Physics I	5

3. Social Science

Social Science	105	American Government	2
Social Science	201	General Economics	3
Social Science	307	Social Problems	2
Social Science	417	American Politics	3
History	301	Industrial History United States	3
History	305	Modern History United States	3
History	409	Recent History United States	3

GROUP C

			Sem. Hrs.
Education	344	Extra Curricular Activities	3
Education	350	Child Psychology	3
Education	401	Vocational Guidance	2

Education	405	History of Education	2
Education	428	Administration and Supervision of Home Economics	3
Education	438	Seminar in Home Economics Education	3
Education	441	Educational Measurements	2
Social Science	105	American Government	2
Social Science	411	Social Problems II	3
Social Science	309	General Sociology	3
Social Science	419	Sociology II	3
Social Science	413	Labor Movements	2
Social Science	415	Labor Problems	3
Social Science	417	American Politics	3
English	200	Contemporary Literature II A	1
English	202	Contemporary Literature II B	1
English	223	Public Speaking II	2
English	402	Novel	2
English	404	Poetry	2
English	409	News Writing	2
Bacteriology	420	Food Bacteriology	3
Chemistry	324	Textile Chemistry	3
Hygiene	338	Community Hygiene	3
Home Economics	308	Foods III	3
Home Economics	406	History of Cookery	2
Home Economics	416	Readings in Foods	1
Home Economics	400	Food Demonstrations	2
Home Economics	300	Lunchroom Management	2
Home Economics	306	Problems in Nutrition	3
Home Economics	310	Nutrition II	3
Home Economics	418	Nutrition III	3
Home Economics	312	Applied Dress Design	3
Home Economics	314	Children's Clothing	3
Related Art	332	Color and Design II	3
Related Art	430	Art History and Appreciation	3
Related Art	432	House Furnishing II	3
Related Art	434	House Furnishing II	3
Related Art	436	Costume Design	3

Classification of Teachers of Home Economics in Part-Time Schools of Wisconsin

For the purpose of measuring the attainment and the progress of the Part-time Schools of the state, the Wisconsin State Board of Vocational Education, with the aid of the directors, has set up certain standards of preparation for each phase of part-time school teaching, and is classifying part-time school teachers on the basis of these standards.

Teachers of Home Economics are classified as follows:

Junior Teachers

The Junior classification is granted to and held by:

1. All teachers employed in the Part-time Schools of Wisconsin prior to January 1, 1926, who have not qualified for higher classification, as long as they spend one summer out of every three; or the equivalent, in professional improvement along the lines laid down for securing the Senior A classification, and approved by the Local Board of Industrial Education and the State Board of Vocational Education. At least six credits must be earned over each three year period. The following courses must be taken first.

   1. The Part Time School and Its Problems.....2 credits
   2. The Methods of Teaching Home Economics in the Part-Time School .....2 credits
   3. The Analysis and Organization of Home Economics in the Part-Time School .....2 credits

2. All teachers employed in the Part-time Schools of Wisconsin on or after January 1, 1926, who:—

(a) Are not yet qualified to hold a higher classification.

(b) Have had practical experience in homemaking of at least one year; or the equivalent.

(c) Have completed a two-year home economics course at an approved teacher training in institution; or the equivalent.

(d) Have agreed to and do improve themselves according to the program outlined for securing Senior A classification, spending at least every alternate summer, or the equivalent, in training approved by the Local Board of Industrial Education and the State Board of Vocational Education.

At least six credits must be earned over each two year period. The following courses must be taken first:

   1. The Part-Time School and Its Problems.....2 credits
   2. The Analysis and Organization of Home Economics in the Part-Time School .....2 credits
   3. The Methods of Teaching Home Economics in the Part-Time School .....2 credits

Senior B Teachers

The Senior B classification is granted to every teacher of Home Economics who was employed in the part-time schools of Wisconsin prior to January 1, 1926, and who has not yet qualified for the Senior A classification, whenever she shall have fulfilled the following conditions:—

1. Completion of five years of successful home economics

teaching experience in the part-time schools of Wisconsin.

2. Completion of one summer term's work or the equivalent. At least six credits must be earned in courses approved by the local Board of Industrial Education and the State Board of Vocational Education. The following courses must be taken first:—

1. The Part-Time School and Its Problems.....2 credits
2. The Analysis and Organization of Home Economics in the Part-Time School .....2 credits
3. The Methods of Teaching Home Economics in the Part-Time School .....2 credits

The Senior B classification will be extended as long as the possessor teaches successfully and spends at least one out of every three in professional improvement along the lines laid down for securing the Senior A classification. At least six credits must be earned over each three year period.

Senior A Teachers

The Senior A classification is granted to every teacher of home economics who has fulfilled the following conditions:—

1. Has taught home economics successfully for not less than three years in the part-time schools. One of these three years must have been in Wisconsin.

2. Has had practical homemaking experience of at least one year; or the equivalent.

3. Has had practical experience for at least one summer i nemployment other than teaching or homemaking; or the equivalent.

4. Completion of an approved four-year course in a teacher training institution; or the equivalent. This course may be a home economics course throughout the whole four years; for example, it may be the four year Home Economics course at The Stout Institute. It might be a two-year course in Home Economics at The Stout Institute, Stevens Point Normal, or elsewhere, followed by two years more at The Stout Institute, or at the University of Wisconsin or other approved institutions of equal standing. The last two years might be a technical course leading to the degree of B. S., or it might be a general course leading to the degree of Ph. B., or a course leading to the degree of Ph. B. in education.

But at least two years of the four-year course must be chiefly home economics.

5. Has completed the following courses provided by the State Board of Vocational Education for teachers of Home Economics in the part-time schools which may be included in the four years of training required under (4) above; or the equivalent.

The Part-Time School and Its Problems .....2 credits
Analysis and Organization of Home Economics in the Part-Time School .....2 credits
Methods of Teaching Home Economics in the Part-Time School.....2 credits
Problems in the Teaching of Home Economics in the Part-Time School .....2 credits
Child Psychology .....2 credits
Elementary Economics ..... 4 credits
Electives ..... 4 credits

Note: Among the general courses from which Electives are to be chosen are the following:

Labor Problems
Labor Legislation
Employment Management
The Labor Market
The Family
Elementary Sociology
Humanics
Vocational Guidance

Unclassified Teachers

Teachers who have not the qualifications for any of the classes above described, shall be designated as Unclassified.

OUTLINE OF COURSES

EDUCATION

Education 124 General Psychology

This course involves the study and discussion of the mind and its general nature; mental reactions in behavior; laws controlling mental reactions; and the emotions —their nature and the effect of different emotions on life and conduct.

Credit: 3 Sem. Hrs.

Education 125 General Psychology (For Students of Industrial Arts)

Study of the important principles of psychology with illustrations and applications that are of distinct significance in human behavior. The main topics are: (1) the function of the bodily mechanisms upon which human behavior depends; (2) man's equipment of unlearned activities and capacities; (3) the general laws of learning and their application; (4) the important facts and principles of individual differences, their significance, and the devices by which they are measured. The various mental processes are treated mainly as varieties of reactions and types of learning.

Credit: 5 Sem. Hrs.

Education 204 Educational Psychology

Study and discussion of the nervous mechanism; how new types of behavior are learned, including the different types of learning; the laws of presentation and association; the influence of mental attitudes; how to study including the activities involved in study and the comparison of mental attitudes involved in studying, thinking, and reading; measure of one's learning ability; and the characteristics of good assignments.

Prerequisite, Education 124. Credit: 3 Sem. Hrs.

Education 350 Psychology of Childhood and Youth

Study of heredity and environment; the problem of development of capacity; inheritances and personality traits; the parent and his responsibility to the child and to society; society's obligations; are made in this course.

Prerequisite, Education 125 and 204.

Credit: 2 Sem. Hrs.

Education 222 Principles of Educational Procedure

A general introduction to present educational practice. The units of the course are: (1) the organization of secondary schools with emphasis on the junior high school; (2) the evolution of curricular practices, and the methods employed in the determination of the curricular offering in terms of the modern objectives for the different types of schools and to meet individual needs; (3) teacher participation in a comprehensive educational and vocational guidance program; (4) the need and uses of the different types of informal and standardized objective tests, with the interpretation of the results for diagnostic purposes and also the conversion and distribution of raw scores for the determination of grades; (5) the preparation of appropriate instructional material and the modern methods, techniques, and procedures employed in efficient instruction.

Prerequisite, Education 124 and 204 or 125.

Credit: 3 Sem. Hrs.

Education 203 Plans and Instructional Material

A study of the factors underlying the appropriate selection and preparation of instructional material in the industrial arts field, together with the development of plans for effective presentation. Each student selects the field in which he is to work and chooses a dozen or more consecutive units which would be appropriate for a typical situation. The units are analyzed, arranged in instruction sheet form and plans worked out for the teaching of these units.

Prerequisite, Education 125, 222. Credit: 1 Sem. Hr..

Education 401 Vocational and Educational Guidance

This course will give (1) the rise and development of the movement, with some attention given to foreign progress; (2) a study of surveys and their application to the problem; (3) an analysis and evaluation of the use of intelligence and trade tests; (4) a careful consideration of personnel functions and administration, both in education and in business and industry; and (5) the preparation and classification of occupational information for use in guidance and placement. This material will be presented through assigned reading, lectures and the preparation of term papers.

Credit: 2 Sem. Hrs.

Education 304 The Part-Time School and Its Problems

This is a general acquaintance course in the history,

theory, purpose, organization, and administration of the part-time school. The following points will be considered: (1) history and development of the part-time school both in Europe and America with special attention given to Wisconsin; (2) Federal and State laws affecting the part-time schools; (3) the type of pupils in the part-time schools and their needs; (4) desirable characteristics of the part-time school teacher; (5) the work of the coordinator; (6) home contacts; (7) health problems; (8) Cooperation with outside organizations; (9) Cooperation with the Industrial Commission and Rehabilitation Division; (10) the planning and care of equipment.

Credit: 2 Sem. Hrs.

Education 405 History of Education

To give teachers the background for a better understanding of present day education. The following topics suggest the work covered: Elementary school curricula and methods before the nineteenth century; transition to secular point of view in educational theory; influence of Rausseau, Froebel, Pestalozzi, Herbart, Fellenberg, Otto Salomon; Latin grammar schools of England and America; academies in England and America; early colleges in America; development of state universities in the United States; work of Horace Mann; development of public high schools, evening schools, vocational schools, special schools.

Credit: 2 Sem. Hrs.

Education 408 Student Teaching

Pupils from the Menomonie public and parochial schools come to the laboratories and shops set aside for their use in the Institute buildings and the curriculum is so planned that every student teacher has an opportunity to do ninety hours of actual teaching. The teacher plans for, and later analyzes and evaluates, the technique and results of daily teaching in both individual conferences with supervisors and in group conferences with others reaching the same grade of work. Each teacher assumes full responsibility for sharing in the social and financial administration of the department.

Prerequisite, Education 320 for Home Economics students and 205 and 203 for Industrial Education students. Credit: 4 Sem. Hrs.

Education 320 Home Economics Education I

The problems involved in Home Economics education include a study of students in homemaking classes, the statement of objectives for such courses, and the analysis, selection, and organization for teaching of specific units of homemaking subject matter. The observation, analysis, and evaluation of typical lessons supplement the study of modern methods of teaching homemaking, and some experience is given in planning lessons and measuring results, as preparation for student teaching later.

Prerequisite, Education 222. Credit: 3 Sem. Hrs.

Education 410 Home Economics Education II

In this course students trace Home Economics education through the various developing agencies back to its beginnings in this country, investigate its present status, and study the available fields of service other than teaching homemaking. A detailed study is also made of the administrative problems of the Home Economics teacher, and of the methods and opportunities for her professional growth.

Prerequisite, Education 320. Credit: 2 Sem. Hrs.

Education 412 The Analysis and Organization of Home Economics in the Part-Time School

This course consists of the following: A viewpoint of the part-time school curriculum; a survey and study of homemaking charts; analysis and survey of the needs of the part-time school girl; an original analysis of one homemaking subjects; organization of content of the course; short unit course of nine lessons; and formulation of general and specific aims for the course.

Prerequisite, Junior or Senior standing.

Credits: 2 Sem. Hrs.

Education 414 Methods of Teaching Home Economics in the Part-Time School

Consideration of the difficulties involved in teaching homemaking in the part-time school is included in this course. It also takes up the different methods of instruction as adapted to part-time school instruction. A comparative study and critical analysis of material that can be used for texts will be made. It also includes evaluation of reference material, educational exhibits, charts and bulletins. Problem solving will be stressed in connection with teacher's plans and pupils' instruction sheets.

Credit: 2 Sem. Hrs.

Education 428 Supervision and Administration of Home Economics Education

Students who have had successful experience in teaching homemaking may well look forward to some supervisory work and this course is planned to prepare them for such a promotion. Brief, constructive studies are made of the organization of the field of supervision, the principles underlying good leadership, and the training and qualities valuable in a supervisor. The major portion of the time is devoted to studying and securing experience in the actual work of a supervisor in relation to the teachers, the community, the curriculum, and the business administration of her department.

Credit: 3 Sem. Hrs.

Education 344 Extra Curricular Activities

This course aims to give prospective teachers an opportunity to familiarize themselves with the guiding principles of pupil participation in the Extra Curricular life of the school. The customary activities and organizations are studied. Students will be given opportunity to observe and work with high school groups in so far as field work is applicable to the course.

Prerequisite, Senior Standing. Credit: 2 Sem. Hrs.

Education 357 The Organization and Administration of of Industrial Education

With the scope of the teacher's professional skill recognized as having three phases, analysis, selection, and teaching, specific problems are solved on the lesson level, subject level, and curriculum level. Occupational and professional analyses are made. Present administrative practice is analyzed and procedure plans worked out in the following: Functional assignment of operating responsibility; measurement of teaching and supervisory staffs; maintaining and developing the teacher's professional skill; functioning of the school system through continuous survey; the school budget and financial control; maintaining and controlling of buildings and equipment.

Prerequisite, Education 222, 203, 125.

Credit: 4 Sem. Hrs.

Education 205 Methods in Teaching Industrial Arts

The work of the course is carried on thru study and recitation; lectures; class discussion; student presentations; and reports on observations.

Topics covered are: Meaning of education; function of the school and the teacher; laws of teaching and their application to industrial arts and vocational school problems; types of lessons; testing results of classroom and shop procedure; class management; order and discipline; punishments; personality of the teacher.

Prerequisite, Education 125. Credit: 3 Sem. Hrs.

Education 407 The Teaching of Shop Subjects in the Part-Time School

Recognized principles of teaching will be applied to typical shop situations as found in the part-time school, taking into consideration the peculiarities of time and organization. These methods of teaching will be based upon the psychological aspects of learning as applied to both shop and related subjects. Among the topics considered will be (1) the use of the lesson plan and job sheet; (2) the demonstration, both for the whole class and for the smaller group; (3) individual practice, the follow-up on the demonstration; (4) assignment of reading and observation; (5) the notebook and note taking; (6) the lecture or class talk; (7) reports by pupils; (8) questioning; (9) checking and testing, examinations; (10) the use of models ,charts, graphs and diagrams; (11) the use of pictures of various kinds; (12) shop hygiene and safety; (13) management, routine, detail, and discipline, (14) tool room procedure; (15) the maintenance of tools, apparatus and equipment; and (16) the selection, care and purchase of supplies.

Credits: 2 Sem. Hrs.

Education 443 Problems in Teaching Shop Subjects in the Part-Time School

A selection will be made from the work done by the individual students in their course in Principles and Organization of Industrial Arts of at least eighteen (18) units, jobs or processes, which would be suitable for teaching in the typical part-time school. After this selection has been approved each student will complete for each one of his eighteen units, the necessary sort of instruction sheet together with suitable drawings. After these units of work have been accepted permission will be given to all the students to exchange copies of their work; by this means each man may secure a set of teaching material ready for immediate use in the part-time school as well as the ability to prepare such material.

Credit: 2 Sem. Hrs.

Education 441 Educational Measurements

A study of the improvement of the written examination with reference to validity, reliability and objectivity. The course includes: (1) the present status in the field of measurement; (2) types of tests and their uses; (3) the selection, use, and interpretation of the results of standardized tests; (4) the construction of informal objective tests, with a thorough study of the advantages and disadvantages of each of the different types of questions; (5) methods of validating, establishing the reliability, and securing objectivity; (6) the uses of informal objective tests for diagnostic purposes; (7) the conversion of raw scores and the distribution for the determination of school grades. Individuals will be required to construct informal tests of various types in their own field.

Prerequisites, Education 203 and 222.

Credit: 2 Sem. Hrs.

Education 438 Seminar in Home Economics Education

Transferred and diploma graduates of Senior ranking who have had experience in teaching homemaking are required to take this course before securing a degree. Such teachers feel the need of some carefully directed experiences in the use of new principles of curriculum making and modern methods of teaching and testing Each student will set up her own problem, experiment with a selected group of children, and later share her findings with the seminar group. Opportunity will also be provided for the preparation and collection of up-to-date teaching aids.

Credit: 3 Sem. Hrs.

SOCIAL SCIENCE AND HISTORY

Social Science 105 American Government

A short course with two objectives: An intensive though brief, collegiate review of national, state, and county governmental functions; emphasis on municipal administration from the teacher's viewpoint.

Credit: 3 Sem. Hrs.

Social Science 201 Economics I. General

A course in fundamental principles of economic science, and the application of those principles to the life of the individual in the modern economic and social order.

Prerequisite, Industrial History 301.

Credit: 3 Sem. Hrs.

Social Science 303 Economics II. General

A continuation of Economics I, including the study of a selected group of modern economic problems.

Prerequisite, Industrial History 301, Economics I 201. Credit: 2 Sem. Hrs.

Social Science 307 Social Psychology

A study of group-conditioned behavior with emphasis upon social imitation, social attitudes, the mind of the crowd, fads, fashions, crazes, conventionalities, customs, traditions, compromise, sublimation, rationalization, and social control.

Prerequisite, Elements of Psychology.

Credit: 2 Sem. Hrs.

Social Science 411 Social Problems

A study of modern social problems selected from the following group: Population, Immigration, Poverty and Dependency, Marriage and the Family, The Race Problem, Problems of Adjustment and Social Control, Conflict and Compromise, Abnormality and Crime.

Prerequisite, Social Psychology 307, Sociology 309. Educational Sociology 419.

Credit: 3 Sem. Hrs.

Social Science 413 History of Labor Movements

Designed to acquaint the student with the historical background of modern labor movements. Concerned with the origin and rise of the wage-working class, the development of craft and class consciousness since the beginning of the Industrial Revolution, and with the efforts of American laborers to improve their condition.

Prerequisite, Economics, Industrial History 301.

Credit: 2 Sem. Hrs.

Social Science 415 Labor Problems

A study of problems and grievances of labor in modern industry, the divergent interests and view-points of employers, employees, and the public, and labor reforms and remedies.

Prerequisite, Economics, History of Labor Movements 413; Industrial History 301.

Credit: 3 Sem. Hrs.

Social Science 417 American Politics

A study of modern political organizations and practices in all units of government.

Prerequisites, American Government 105; American History 103.

Credit: 3 Sem. Hrs.

Social Science 309 Sociology

A course in fundamental principles and elements of Sociology designed to give the student a comprehension of social forces, social processes, and social structures in modern life.

Prerequisite, Social Psychology 307.

Credit: 3 Sem. Hrs.

Social Science 419 Educational Sociology

This course involves the study and discussion of the development of different social forms, and of society as a whole; of the laws and principles involved in this development; of forces at work in present day modifications; and the correlation between education and social progress.

Prerequisite, Social Science 309.

Credit: 3 Sem. Hrs.

HISTORY

History 103 American History

A survey course starting with the Constitutional Convention and continuing through the non-controversial results of the World War.

Prerequisite, American Government 105.

Credit: 5 Sem. Hrs.

History 409 Recent American History

A survey of principal events and movements since the Civil War Reconstruction period, designed to furnish a background for the interpretation of contemporary events.

Prerequisite, American History 103, American Government 105, Modern History 305.

Credit: 3 Sem. Hrs.

History 301 Industrial History

An advanced American history course emphasizing the economic aspects of national development. Begins with the earliest N. American industrial activities and ends—formally—with the business reforms of Wilson's administration.

Prerequisite, American History 103.

Credit: 3 Sem. Hrs.

History 305 Modern History

A study of the most significant events and movements in world history during the past century with emphasis upon the historical background of contemporary life.

Credit: 3 Sem. Hrs.

SCIENCE AND MATHEMATICS

Mathematics 207 Math. I Algebra

A review of the fundamental processes together with selected work in advanced algebra.

Credit: 2 Sem. Hrs.

Mathematics 211 Math. II Algebra and Trigonometry

A continuation of Mathematics I including special work in logarithum. An introduction to the elements of trigonometry includes the solution of the right triangle.

Prerequisite: Mathematics I, 207

Credit: 2 Sem. Hrs.

Mathematics 313 Math. III Slide Rule and Trigonometry

The work includes instruction in the use of the slide rule to perform multiplication, division, raising to powers, and the extraction of roots. Slide rule calculation using the trigonometric functions is also included. The trigonometry in a continuation of the work begins in Math. I and II and concludes with a complete course in plane trigonometry.

Prerequisite: Mathematics I and II

Credit: 3 Sem. Hrs.

BACTERIOLOGY

Bacteriology 206 General Bacteriology

This course is planned to give the student some appreciation of the morphological and physiological characteristics of yeasts, molds, and bacteria, the methods used in the culture of micro-organisms, methods of examining micro-organizisms microscopically, the effects of environment, and introductory studies on the comparative analysis of air, the analysis of water and milk and the efficiency of insects as carriers of micro-organisms.

Prerequisite: Biology 122.

Credit: 3 Sem. Hrs.

Bacteriology 420 Food Bacteriology

This course is planned to familiarize the student with methods of isolation of organisms found in and on foods, to give them a knowledge of the morphological and cultural characteristics of such organisms, to critically study methods of food preservation from a bacteriological viewpoint, to appreciate symbiotic relations of organisms and the significance of thermal death points; to make quantitative and qualitative studies of various raw

and cooked foods and to properly interpret the results of such study. Methods of varying the intestinal flora, methods of foo dproduction and transfer, and conditions of storage, with relation to bacterial content are given consideration.

Prerequisite: Bacteriology 206.

Credit: 3 Sem. Hrs.

BIOLOGY

Biology 122 General Biology

This course is planned to give the student some knowledge of the properties of protoplasm, the classification of plants and animals, the structure and nutrition of green plants, the cell in development and inheritance, reproduction in plants and animals; to give the student some idea of what is meant by comparative anatomy and its significance, an introduction to embryology, and considerable familiarity with the microscope.

Prerequisite: Chemistry 110.

Credit: 3 Sem. Hrs.

CHEMISTRY

Chemistry 110 Inorganic Chemistry I

In this course it is proposed to teach the chemical viewpoint of matter, to give definite meaning to necessary technical terms, and to give training in accuracy for scientific work. The course includes the fundamental theories and laws concerned in chemical reactions and the study of some of the non-metallic elements.

Credit: 3 Sem. Hrs.

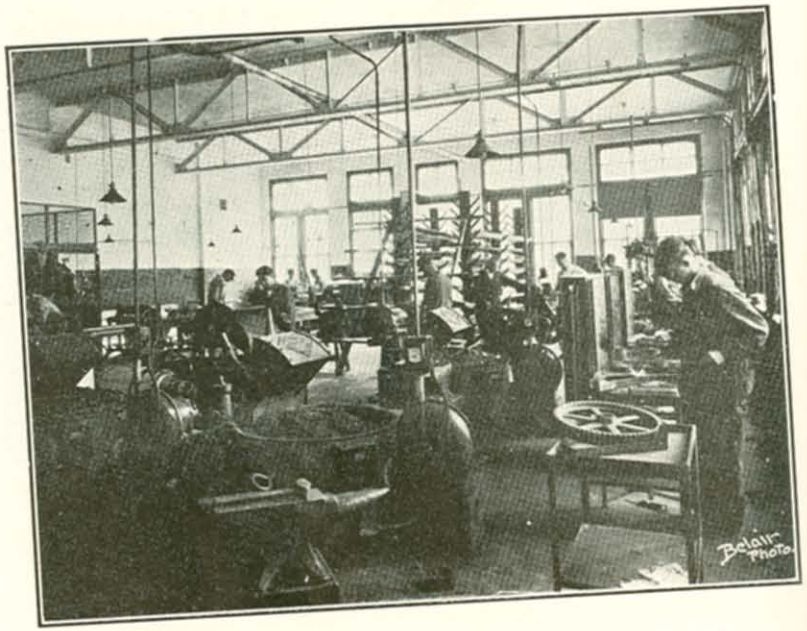
Chemistry 120 Inorganic Chemistry II

The aim of this course is to continue the foundation in inorganic chemistry begun in the previous course. The remainder of the non-metallic elements and the metals are studied. In this course, special emphasis is laid, wherever possible, upon processes applicable to the future work of the students, such as in the household or in industry. The recitations which are based on the same text used in the previous course, are supplemented by laboratory work taken from the manual used in the former course. The latter includes some work in qualitative analysis.

Prerequisite: Chemistry 110.

Credit: 3 Sem. Hrs.

NURSERY SCHOOLS ARE IMPORTANT ADDITIONS TO LEADING SCHOOLS OF HOME ECONOMICS.



THE GENERAL METAL SHOP. MODERN, COMPLETE EQUIPMENT. A SAMPLE OF THE TRADE-GROUP TYPE OF GENERAL SHOP.

Chemistry 208 Organic Chemistry

This course includes the fundamental chemical knowledge necessary for an understanding of household processes, and that foundational knowledge on which future courses in chemistry and nutrition may be based. It includes the study of the hydrocarbons; their derivatives, the alcohols, ethers, aldehydes and ketones, acids, and esters; the carbohydrates; and the proteins. Emphasis is placed upon the practical and professional side, and relationships to high school cookery, household management, physiology, and home nursing are stressed.

Prerequisite: Chemistry 120.

Credit: 3 Sem. Hrs.

Chemistry 322 Physiological Chemistry

This course presents the essential facts pertaining to life processes. It is introduced by a study of the constituents of the animal cell and the composition of the various tissues. This is followed by the chemistry of digestion and absorption. The intermediate products of metabolism and their interrelation as well as the end products and their significance, are discussed.

Prerequisite: Chemistry 208.

Credit: 3 Sem. Hrs.

Chemistry 324 Textile Chemistry

This course includes the chemical properties of the different fibers; the classification of dyestuffs; application of dyestuffs; home problems in dyeing; removal of stains; the proper use of materials in relation to cleaning and laundering; and the identification and determination, qualitatively and quantitatively, of the adulterants commonly in use in cloth.

Prerequisite: Chemistry 208.

Credit: 3 Sem. Hrs.

Chemistry 445 Chemistry III. Chem. of Materials

The course is planned to supply information concerning the chemistry of the common materials used in the industries and in the industrial shops. The work emphasizes the properties of these materials from the standpoint of the consumer rather than the manufacturer. A previous course in general chemistry is assumed. Special topics covered are: Fuels, refractory materials for furnaces, iron and steel, alloys, foundry sands, portland cement, paints and varnishes, glue and electrical insulating materials.

Prerequisite: Chemistry I and II.

Credit: 3 Sem. Hrs.

HYGIENE

Hygiene 338 Community Hygiene

This course deals with problems concerning the conservation and promotion of community health, such as pure water supplies, sewage disposal, milk and food inspection, control of infectious diseases, health organizations, child welfare movements, industrial hygiene, village improvement associations, and health exhibits.

Prerequisite: Bacteriology 206.

Credit: 3 Sem. Hrs.

Hygiene 101 General and Shop

This course treats the subjects from the standpoint of hazards as related to the school and the shop. Safety as practiced in industry is closely analyzed and developed to include safe procedure in the school. The hygiene portion of the course deals with the problems surrounding the health of the student and teacher.

Credit: 1 Sem. Hr.

PHYSIOLOGY

Physiology 214 General Physiology

The classroom and laboratory work in this course is planned to acquaint the student with the position of the various organs of the body and their function. The laboratory work consists largely of dissection and histological studies.

Prerequisite: Biology 122.

Credit: 3 Sem. Hrs.

PHYSICS

Physics 421 Physics I Mechanics, Heat, and Electricity

Three recitations and two laboratory periods per week. The practical application of general physical laws is stressed. These laws are worked out in special laboratory problems, or demonstrated by apparatus or machines in actual use. The content of the course is applicable to the needs of prospective teachers in Industrial Education, Home Economics or the Sciences.

Credit: 5 Sem. Hrs.

Physics 423 Physics II Sound and Light

Two recitations and one laboratory period per week. This is a continuation of the work begun in Physics I and completes the study of the general laws of Physics.

The content is especially adapted to prospective teachers of physics or general science.

Prerequisite: Physics I.

Credit: 3 Sem. Hrs.

Physics 425 Physics III

A study of the strength of materials and the materials of construction. The course is organized around the machine and building trades. It involves problems in wood, steel, and concrete construction. Standard and special tests are carried out with the following materials: various grades of iron and steel; building materials such as cement, brick, and woods of various kinds; glues, screws, nails, and other fasteners.

Prerequisite: Physics I 421, Physics II 423, Mathematics I 207.

Credit: 3 Sem. Hrs.

ENGLISH

English 102 English Composition

Through the study of models and the frequent writing of themes, this course gives intensive training in the fundamentals of composition. Special emphasis is placed on expository writing and the organization of material.

Credit: 5 Sem. Hrs.

English 302 Advanced Composition

This course offers a study of the types of composition with intensive writing of themes. It also offers a brief review of the organization of material for announcements, reports, and letters.

Prerequisite: English 102.

Credit: 2 Sem. Hrs.

English 439 Writing for Print or Journalistic English

An advanced English course preparing the already competent writer for a specific type of composition.

Prerequisite: Examination covering the work offered in Advanced Composition.

Credit: 2 Sem. Hrs.

English Remedial English

Students who are inadequately prepared to do the work in English Composition will be placed in this class.

Credit: 0 Sem. Hrs.

English 106 Public Speaking I

This course offers regular practice in the elements

which go to make up effective speaking. Some attention is given to technique and interpretation, but stress is laid chiefly on the practical issues involved. During the course each student presents a great variety of original speeches. This experience, enriched by the criticisms of both instructor and students, tends to develop poise, directness, clear thinking and distinct speaking in everyday social and business relationships.

Credit: 2 Sem. Hrs.

English 223 Public Speaking II

Advanced and more individual instruction is given to persons who wish to attain a greater maturity in the field of public speaking. The subject matter and situations used are more difficult than those selected in Public Speaking I. Each student is required to make at least one appearance before a public audience.

Prerequisite: English 106.

Credit: 2 Sem. Hrs.

English 108 Contemporary Literature I

The object of this course is to develop an interest in the reading of good books representative of the types of literature and to acquire information regarding the sources of reading materials. Written and oral reports and class discussions.

Credit: 1 Sem. Hr.

English 216 Survey of English Literature

A survey of English Literature from Beowulf to the present time.

Prerequisite: English 108; English 102.

Credit: 2 Sem. Hrs.

English 340 Contemporary Literature IIA

This course offers a study of various types of literature with special emphasis on the essay and biography. Written and oral reports and class discussions.

Prerequisite: English 108 and 216.

Credit: 1 Sem. Hr.

English 342 Contemporary Literature IIB

A continuation of Contemporary Literature II A. Written and oral reports, and class discussions.

Prerequisite: English 216.

Credit: 1 Sem. Hr.

English 402 The Novel

This course offers a study of the development of the English and American novel with special regard to the novelists of the late nineteenth and the twentieth centuries. Lectures, assigned readings, critical papers, and discussions.

Prerequisite: English 216.

Credit: 2 Sem. Hrs.

English 404 Poetry

This course offers a study of contemporary American and English poetry. Lectures, assigned readings, critical papers, and discussions.

Prerequisite: English 216.

Credit: 2 Sem. Hrs.

PHYSICAL EDUCATION AND COACHING

Physical Education 127 Physical Education I (Men)

The work in this course will include a wide range of free exercise, calisthentics, floor work and games. In season mass work in athletics will be done. Physical efficiency tests will be given to determine individual improvements. Life saving tests will be given to those desiring Red Cross certificates.

Credit: 1 Sem. Hr.

Physical Education 261 Physical Education II (Men)

Work in this course wil include advanced floor work, tumbling, pyramiding and light apparatus work. Playground games will be introduced. Individuals will be given opportunity of conducting classes in Physical Education I.

Prerequisite: Physical Ed. I.

Credit: 1 Sem. Hr.

Physical Education 263 Basketball and Baseball Coaching

Basketball—(12 weeks.) Types of offensive and defensive team play discussed. Organization of practices and selection of material studied. Individual floor work stressing fundamentals will be done. Practice coaching of Intra-Mural teams will be a requirement.

Baseball—(6 weeks.) Fundamentals of batting and fielding discussed and practiced on field. Team strategy taken up with special emphasis on battery work.

Prerequisite: Physical Education I.

Credit: 1 Sem. Hr.

Physical Education 265 Football Coaching

In this course the student is made thoroughly familiar

with the correct technique of the different fundamentals and finally the more advanced method of team play. Problems of organization, development and administration are covered in the theoretical part of the work.

Prerequisite: Physical Education I.

Credit: 1 Sem. Hr.

Physical Education — Remedial Gymnastics

Special work for correction of minor physical deficiencies which are noted at time of physical examination by school physician.

Physical Education — Physical Education (Women)

Physical Education is required of all students throughout their Freshmen and Sophomore years. The aims of the work are to develop good posture; maintain and improve health; maintain and develop physical efficiency, a prerequisite to mental efficiency; provide wholesome and clean recreation; provide and promote athletics for all; and to insist upon regular exercise for every young woman. Class-work is given in group gymnastics, marching tactics, field hockey, basketball, volley ball, indoor baseball, swimming and folk dancing. Outdoor sports and hiking are stressed.

Physical Education — Intra-Mural Sports (Women)

Teams are organized to represent classes in field hockey, basketball, volley ball, swimming, indoor baseball and tennis. Games are played and meets are held under the supervision of the Women's Athletic Association.

Physical Education — Teaching Physical Education (Women)

Many calls come for teachers who can combine gymnasium and basketball coaching with home economics work, especially in small high schools. This course is designed to fit the student to take charge of gymnasium classes in junior and senior high schools. The student is given material for use in all grades, such as free exercises, marching tactics, singing games, games for gymnasium, classroom and playground, and gymnastic and folk dancing. Opportunity is given the student to do practice teaching, besides coaching and refereeing basketball for girls.

Prerequisite: Two years of college gymnasium.

Credit: 2 Sem. Hrs.

SHOP WORK AND DRAWING

Industrial Education 121 Elements of Mechanical Drawing

The course covers line work, geometrical constructions, orthographic projections, auxillary views, revolutions, inter-sections, developments, isometric, working drawings.

Credit: 2 Sem. Hrs.

Industrial Education 231 Architectural Drawing I

Fundamental elements of construction and of conventional house planning as follows: Lettering and conventions; footings and foundations; sill constructions, cornice constructions; cellar windows; double-hung windows; fireplaces; stairways; a set of two floor plans and two elevations.

Prerequisite: Elements of Mechanical Drawing 121; Carpentry I 219.

Credit: 2 Sem. Hrs.

Industrial Education 233 Architectural Drawing II

A complete set of house plans and elevations: First and second floor plans; basement plan; four exterior elevations; cross section; shaded line perspective; study assignments on foundation soils, specifications, materials of construction and insulation.

Prerequisite: Architectural Drawing I 231; Carpentry I 219.

Credit: 2 Sem. Hrs.

Industrial Education 331 Architectural Drawing III

Planning and designing a residence and prepare the following: all floor plans; elevations; sections and details; rendered perspective; set of specifications; model.

Prerequisite: Architectural Drawing I 231; Architectural Drawing II 233; Carpentry I 219.

Credit: 2 Sem. Hrs.

Industrial Education 431 Architectural Drawing IV

Preparing lot plan, floor plans, elevations, sections and details, perspective and specifications for a public building. Plans must meet specific requirements and must conform to building regulations in given locality.

Prerequisite: Architectural Drawing I 231; Architectural Drawing II 233; Architectural Drawing III 331; Carpentry I 219.

Credit: 2 Sem. Hrs.

Industrial Education 227 Machine Drawing I

Screw threads, standard conventions, formulae, tabu-

lar data, violations of theory, detail and assembly drawing, limits, fits, finish, notes, material lists. Use of hand books.

Prerequisite: Elements of Mechanical Drawing 121.

Credit: 2 Sem. Hrs.

Industrial Education 229 Machine Drawing II

Analysis of motions—uniform, simple harmonie, uniformly accellerated and retarded. Cams—plate and cylindrical. Roll and flat face followers. Gears—involute system. Spur and pinion. Pinion and rack. Annular gears. Use of Grants Odontograph. Bevel gears. Worm and worm wheel.

Prerequisite: Machine Drawing I 227.

Credit: 2 Sem. Hrs.

Industrial Education 329 Machine Drawing III

Perspective by piercing points of visual rays. Angular perspective parallel perspective. Use of measuring points. Perspective of inclinced plans. Circles. Sketching of machine parts.

Prerequisite: Machine Drawing I 227.

Credit: 2 Sem. Hrs.

Industrial Education 433 Machine Drawing IV

Application of Machine Drawing I, II and III in an individual problem. Detail and assembly of a selected mechanism. Perspective of same.

Prerequisite: Machine Drawing I 227; Machine Drawing II 229; Machine Drawing III 329.

Credit: 2 Sem. Hrs.

ELECTRICAL WORK

Industrial Education 119 Electrical I

A combination recitation and shop course involving the essentials of electricity. The shop work is divided into seven units, i. e., wire splicing, Ohm's Law experiments, cells and batteries, signal circuits, simple light and power circuits, house wiring, direct current generators and motors.

Credit: 2 Sem. Hrs.

Industrial Education 343 Electrical II

A recitation and shop course involving the essentials of alternating currents as applied to circuits, generators, motors, and transformers. The shop work includes practical conduit wiring, a study of the common types

of armature windings followed by several winding problems.

Prerequisite: Electrical I 119.

Credit: 2 Sem. Hrs.

Industrial Education 345 Electrical III

Electrical III is a more advanced course in the theory of alternating currents. The shop work consists of shop problems dealing with alternating current measuring instruments, transformers, and various types of alternating current motors and generators.

Prerequisite: Electrical I 119; Electrical II 343.

Credit: 2 Sem. Hrs.

Industrial Education 347 Electrical IV Radio

A course dealing with the fundamental principles, construction, and operation of sending and receiving circuits. Equipment is available for assembling and testing the various circuits to study their adaptability and ease of operation. A number of power transmitters both C. W. and Phone are assembled ready for operation. A portable short wave transmitter and receiver is used for establishing communication with the laboratory station. Each student is privileged to construct a sending or receiving set.

Prerequisite: Electrical I 119; Electrical II 343.

Credit: 2 Sem. Hrs.

Industrial Education 253 Home Mechanics I

The object of this course is to prepare students for the handling of public school classes in the general shop. Selections of typical jobs necessary in the mechanical maintenance of the home are made the basis for shop assignments. These jobs are grouped according to the present day occupations represented. Students in addition to their mechanical work, are required to make solutions of problems of management necessary to the successful operation of the general shop. Bench and mechanical equipment affords excellent opportunity for work in projects in woodwork, plumbing, electricity, woodfinishing, sheet metal repairs, and bench metal work. The shop has twenty full equipped woodworking benches, with additional equipment for metal work. Typical home equipment is available for repair projects.

Prerequisites: Industrial Education 121, 119, 113, 115, 107, 109, 111.

Credit: 2 Sem. Hrs.

MASONRY

Industrial Education 429 Masonry I

The fundamentals of bricklaying are covered including the various bonds, walls, foundations, chimneys, piers, and simple arch work. Demonstrations are given, giving the actual working conditions. Organization of instructional material for vocational and high school classes is included. Outside jobs are given to those who qualify for them. An amount of concrete work is available for choice.

Credit: 2 Sem. Hrs.

Industrial Education 251 Masonry II

Ornamental bonds, walls, piers, chimneys, and additional arches are covered. Fireplaces are built and variations in their design are studied. Job work assignments form the basis of several units. Simple ornamental details are included. A unit of advanced concrete work is available for choice.

Prerequisite: Masonry I.

Credit: 2 Sem. Hrs.

Industrial Education 349 Masonry III

Units covered meet standards of speed and construction requirements of actual working conditions. Job assignments include: Raising corners, building walls of various thicknesses, piers, chimneys and turning arches. Assignments in advance ornamental details are selected. A unit of advanced ornamental concrete work is available for choice.

Prerequisite: Masonry I and II.

Credit: 2 Sem. Hrs.

Industrial Education 437 Masonry IV

Precision in trade technique is emphasized including the newer techniques resulting from the introduction of new materials in building construction. Tile, concrete block, stone and terra cotta, special bonds, skintled brickwork and veneering are introduced.

Prerequisites: Masonry I, II, and III.

Credit: 2 Sem. Hrs.

METAL WORK

Industrial Education 245 Auto Mechanics I

Auto Mechanics I is divided into two parts. Six weeks is devoted to the study, repair, and adjustments of the various units of the chassis not including the engine. A large portion of the work is done on live cars brought into the shop. Three weeks is devoted to the study of the fundamental principles of operation of the automobile engine, and the adjustments of its various parts.

Prerequisite: Machine Shop I 113; Electrical I 119.

Credit: 2 Sem. Hrs.

Industrial Education 247 Auto Mechanics II

In Auto Mechanics II the student is given opportunity to gain experience in modern shop practice in overhauling and repairing auto engines and their accessories. This experience includes such jobs as reboring and honing cylinders; fitting new pistons, rings, and piston pins; reseating, grinding, and testing valves; repairing and adjusting carburetors.

Prerequisite: Auto Mechanics I 245.

Credit: 2 Sem. Hrs.

Industrial Education 341 Auto Mechanics III

Auto Mechanics III is devoted entirely to the electrical equipment of the automobile. A study is made of the construction, principles of operation, adjustments, and repair of the various types of circuits, operating units, and storage batteries. Some practice is given in diagnosing, locating, and repairing electrical troubles on live cars .

Prerequisite: Electrical I 119; Machine Shop I 113; Auto Mechanics I 245; Auto Mechanics II 247.

Credit: 2 Sem. Hrs.

Industrial Education 243 Foundry I

The work of the course is under four headings. First: Molding, which involves cutting and tempering molding sand preparatory to ramming bench and floor molds. Second: Core making which involves the making and baking of covers to be used in the molds. Third: Cupola practice, which involves a study of the construction and operation of the cupola and the handling and pouring of molten metal. Selecting, mixing, and melting pig iron and machinery scrap to secure machinable qualities in the castings are studied. Two of three heats of cast iron are taken off during the course. Fourth: The melting and pouring of brass and aluminum in a crucible.

Credit: 2 Sem. Hrs.

Industrial Education 337 Foundry II

Foundry II is a continuation of the work involving more advanced molding projects. Match plates for production work are made. Lectures and reference readings

on the metallurgy of the foundry are given relative to the ingredients and properties of metals used in the foundry. Several heats of iron, brass and aluminum are taken off during the course.

Prerequisite: Foundry I 243.

Credit: 2 Sem. Hrs.

Industrial Education 339 Foundry III

This course involves further study of molding and care making problems, and cupola practice. A survey of the foundry trade is made relative to organization of material for teaching.

Prerequisite: Foundry I 243; Foundry II 337.

Credit: 2 Sem. Hrs.

Industrial Education 335 General Metal I

A study is made of the general shop, its organization, operation, layout, equipment and the use of instructional material. Work is given in oxy-acetylene and electric welding and cutting, sheet metal, forging, machine shop and heat treating.

Prerequisite: Machine Shop I 113; Sheet Metal, I 115.

Credit: 2 Sem. Hrs.

Industrial Education 355 General Metal II

The setting up, care, maintenance and operation of oxy-acetylene and electric equipment for welding and cutting. Studying, preparing and welding the common metals, and their present applications.

Prerequisite: Machine Shop I 113; Sheet Metal I 115; General Metal I 335.

Credit: 2 Sem. Hrs.

Industrial Education 113 Machine Shop I

The course in Elements of Machine Shop Practice is organized to involve certain basic machine tool processes and their related technical information.

The projects made involve a study of the construction and operation of the lathe, milling machine, drilling machine, shaper and grinding machine. A study of the shapes of the cutting tools, and how to grind, set, and operate them, is given consideration. Calculations are made to obtain the correct feeds and speed for cutting the various metals used in this course. A study is made of the materials used in the shop.

Credit: 2 Sem. Hrs.

Industrial Education 235 Machine Shop II

Projects are made involving further experience on the various machines. Spiral gear cutting and rack cutting involving the use of milling machine are introduced. More stress is laid upon related information pertaining to machine shop work.

Prerequisite: Machine Shop I 113.

Credit: 2 Sem. Hrs.

Industrial Education 237 Machine Shop III

Worm gearing, tool and cutter grinding and some problems in tool making are introduced. A survey of the trade is made with a view to organizing material for teaching.

Prerequisite: Machine Shop I 113; Machine Shop II 235.

Credit: 2 Sem. Hrs.

Industrial Education 435 Machine Shop IV

Bevel-gear cutting, punch and die making, internal grinding and problems in tool making are introduced. Consideration is given to the selection of appropriate materials for the various projects made.

Prerequisite: Machine Shop I 113; Machine Shop II 235; Machine Shop III 237.

Credit: 2 Sem. Hrs.

Industrial Education 115 Sheet Metal I

Fundamental shop processes are taught using the common machines and hand tools. The problems involve heating and ventilating, cornice work, tinware, gutters and pipe intersections. Pattern drafting is covered in conjunction with the shop work and involves parallel line, radial and approximate development. Consideration is given to the sheet metal manufacturing processes.

Credit: 2 Sem. Hrs.

Industrial Education 239 Sheet Metal II

Detailed study is made of the three forms of triangulation as used in the development of patterns of irregular forms. The shop work involves the making up of the patterns drafted.

Prerequisite: Sheet Metal I 115.

Credit: 2 Sem. Hrs.

Industrial Education 241 Sheet Metal III

The study of mensuration as applied to sheet metal work. Much time is devoted to the making of contain-

ers, ornaments, sky-lights, cabinet work, etc., in order to develop some skill in the working of sheet metal.

Prerequisite: Sheet Metal I 115; Sheet Metal II 239.

Credit: 2 Sem. Hrs.

Industrial Education 333 Sheet Metal IV

Organizing sheet metal work for teaching in junior and senior high and vocational schools, shop layouts, equipment, etc. Some time is devoted to the working of copper and brass.

Prerequisite: Sheet Metal I 115; Sheet Metal II 239; Sheet Metal III 241.

Credit: 2 Sem. Hrs.

PRINTING

Industrial Education 117 Printing I

The work in this course covers the elements of printing with the view of acquainting the beginning student with the major occupations and common operations. Project jobs are pursued which allow the students to make individual progress. Related and technical information is emphasized for the purpose of broadening the student's understanding of printing as an industrial arts subject. The shop work is supplemented by lectures and demonstrations.

Credit: 2 Sem. Hrs.

Industrial Education 255 Printing II

This course is a continuation of Printing I and consists of advanced problems in composition, stone work and press work. The purpose of this course is to allow the students to gain skill as a craftsman and to develop commercial standards. The supplementary lecture periods are devoted to typographical design and its applications to shop problems.

Prerequisite: Printing I 117.

Credit: 2 Sem. Hrs.

Industrial Education 257 Printing III

This course is intended for the specialization of students who intend to teach printing. The shop work consists of practical production jobs which involve standard commercial forms, and the foremanship system of operation is employed. Many of the special processes are studied and practiced in the shop. Emphasis is placed upon the selection of content for printing in various types of schools.

Prerequisite: Printing I 117; Printing II 255.

Credit: 2 Sem. Hrs.

Industrial Education 351 Printing IV

This course is devoted to the study of the Linotype and Intertype machines. The time is equally divided between operation and a study of the mechanics of the machines. No attempt is made to produce trade operators or mechanics but simply to familiarize the students with the fundamentals for instructional purposes. Owing to the limited number of machines this course is restricted to students who have attained at least an average grade in previous courses in printing.

Prerequisite: Printing I 117; Printing II 255.

Credit: 2 Sem. Hrs.

Industrial Education 359 Co-operative Printing V (Campus and Off-Campus)

The courses in co-operative printing offered are of two kinds, first for those who desire to gain practical shop experience in the school shop during school attendance, and second for those who spend full time in some commercial shop away from the school. The latter are given leave of absence for this period. The purpose of this work is to allow the students to further their practical education under actual commercial conditions. The maximum credit given for this work is 2 credits, and the minimum time required for this credit is the equivalent of the time required for two regular shop courses.

Prerequisites: Printing I 117; Printing II 255; Printing III 257.

Credit: 2 Sem. Hrs.

Industrial Education 259 School Publications

This course is intended to equip teachers of printing to handle school periodicals as a part of their work. A study is made of school newspapers, magazines, and annuals from the viewpoint of organization and operation. Elements of journalism are studied and their application is made in the publication of the Stoutonia, the weekly newspaper.

Credit: 2 Sem. Hrs.

WOODWORK

Industrial Education 107 Elements of Woodwork I

Study and practice on fundamentals in tool sharpening and woodwork construction, upkeep of tools and equipment, and care of lumber.

Credit: 2 Sem. Hrs.

Industrial Education 109 Elements of Woodwork II
Study and practice of advanced elements of hand woodwork and tool sharpening; designing and building one major woodworking project embodying the elements taught.
Prerequisite: Elements of Woodwork I 107.
Credit: 2 Sem. Hrs.

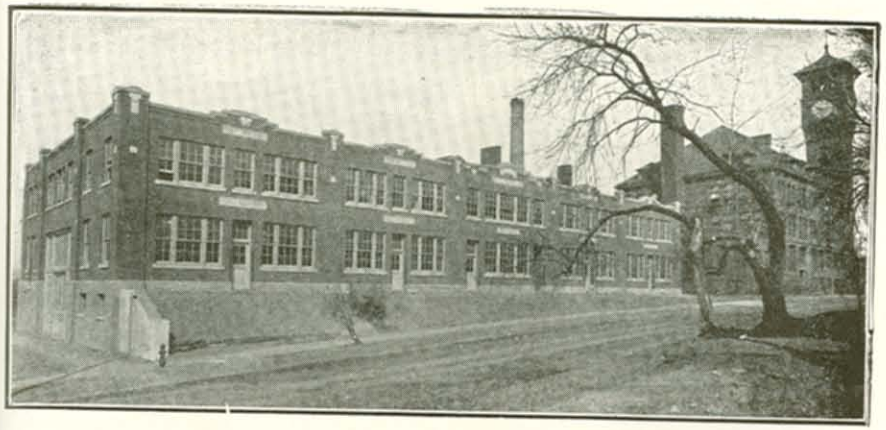
Industrial Education III Woodturning I
This is an elements course involving the basic processes in spindle, face-plate, chuck and mandrel work.
Credit: 2 Sem. Hrs.

Industrial Education Woodturning I
This is an advanced course including the planning and executing of complicated project designs, commercial adaptations o fturning, and selection of appropriate material for instruction.
Prerequisite: Woodturning I 111.
Credit: 2 Sem. Hrs.

Industrial Education 213 Millwork I
The use and care of woodturning machinery, with special emphasis on operating methods. Jobs are analyzed, and routing procedure sequences are planned and approved. Lumber classification, grading and scaling, and clerical work of keeping records of amounts and values are included. Glue and gluing problems are covered.
Prerequisite: Elements of Woodwork I 107; Elements of Woodwork II 109.
Credit: 2½ Sem. Hrs.

Industrial Education 315 Millwork II
This course provides practical experience in repair and maintenance of woodworking machines; saw fitting; jointing, gumming, filing, swaging, setting, pointing-up, side-cressing, occasional tensioning and band saw brazing; knife setting and fitting; jointing, grinding, filing, honing and balancing; alignment of machine parts and bearing work; machine setting; power transmission and belting problems, cutting speeds and angles; shaper and molding knife work if desired.
Prerequisite: Elements of Woodwork I 107; Elements of Woodwork II 109; Millwork I 213.
Credit: 2 Sem. Hrs.

Industrial Education 215 Cabinet Work I (Case and Furniture Making)
This work is partially on a production basis, including



THE TRADES BUILDING CONTAINS SHOPS FOR WOODWORK, AUTO MECHANICS, SHEET METAL, BRICKLAYING, WOODFINISHING, AND ARCHITECTURAL AND MACHINE DRAWING.

A VIEW DOWN THE RED CEDAR RIVER, ONE OF THE MANY FEATURES WITHIN EASY WALKING DISTANCE FROM THE SCHOOL.

construction and equipment and shop projects for demonstration teaching material. Choice of several levels of skill is also permitted. Drawings and stock cutting bills are included. Shop work is supplemented by analysis and classification of types of furniture construction, tests for moisture content, shrinkage, case hardening and warping of lumber, and atmospheric relative to humidity.

Prerequisite: Elements of Woodwork I and II, and Millwork I.

Credit: 2 Sem. Hrs.

Industrial Education 217 Cabinet Work II (Case and Furniture Making)

The work is a continuation of Cabinet Making I and supplemented by detailed instruction and study of joints, organization of shop work and methods of procedure, specialized system of face marking and laying out (setting out), gluing, glue, and veneers.

Prerequisite: Elements of Woodwork I and II, Millwork I and Cabinet Making I.

Credit: 2 Sem. Hrs.

Industrial Education 317 Cabinet Making III

Principles of industrial arts design are studied and applied in full size working drawings including stock bills with specifications and routing procedure. Modification is provided for A, B and C difficulty in building, for facilitating individual choice, and for variety in use of equipment. This work involves reference books, magazines, catalogues, store and home furniture; and some planning, designing and sketching. Woodwork is limited to a minimum which is advisable for visualizing design and construction. Factory, store and museum visits are encouraged. Students in this course are permitted to buy and assemble a B. W. cedar lined chest on his own time, and without credit.

Prerequisite: Elements of Woodwork I 107; Elements of Woodwork II 109; Millwork I, 213; Cabinet Making I 215; Cabinet Making II 217.

Credit: 2 Sem. Hrs.

Industrial Education 427 Cabinet Making IV

The work in this course adapted the contract plan. In view of prerequisite courses, and application of previous training, a liberal amount of freedom is permissible. The maximum amount of machine production, within the limits of the project is encouraged. Each student

usually builds the project planned in Cabinet Making III. These are usually built in duplicate, one to serve as a teaching demonstration model. Factory visiting tours are planned for all Cabinet Making IV students.

Prerequisite: Elements of Woodwork I 107; Elements of Woodwork II 109; Millwork I 213; Cabinet Making I 215; Cabinet Making II 217; Cabinet Making III 317.

Credit: 2 Sem. Hrs.

Industrial Education 447 Co-operative Cabinet Making V

This provides for Practical Productive Woodwork, either on the campus, in local industries, or in industrial plants in other cities. This experience assists in qualifying under the Smith-Hughes requirements, may receive not to exceed 4 credits, and frequently at least enough financial return to cover living expenses.

Prerequisite: Elements of Woodwork I 107; Elements of Woodwork II 109; Millwork I 213; Millwork II 315; Cabinet Making I 215; Cabinet Making II 217; Cabinet Making III; 317; Cabinet Making IV; 427.

Credit: 2 Sem. Hrs.

Industrial Education 219 Carpentry I

The course includes the following elements of carpentry: (1) Saw filing; (2) Constructing and testing butt joints; (3) Fundamental steel square lay-outs; (4) Floor and wall framing; (5) Sill and cornice construction; (6) Miter joints in plain, beveled and molded members; (7) Common and hip roof framing; (8) Drawings covering points 3 to 7.

Credit: 2 Sem. Hrs.

Industrial Education 319 Carpentry II

Constructing a small building (garage, shed, voting booth, etc.) Framing an unequal pitch hip and valley roof. Study of surveying and staking out. Formulating rules for roof framing. Preparing instruction charts for roof framing.

Prerequisite: Carpentry I 219.

Credit: 2 Sem. Hrs.

Industrial Education 321 Cooperative Carpentry III

Cooperative work. Practical commercial carpentry under approved supervision and covering an approved program of building construction.

Prerequisite: Carpentry I 219; Carpentry II 319; Architectural Drawing I 231.

Credit: 2 Sem. Hrs.

Industrial Education 429 Carpentry IV

Stair building; concrete form construction; study of building materials and of projects for school carpentry; formulation of courses in Carpentry.

Prerequisite: Carpentry I 219; Carpentry II 319; Carpentry III 321; Architectural Drawing I 231,

Credit: 2 Sem. Hrs.

Industrial Education 353 Furniture Upholstery I

This course is planned for teachers of woodwork in high schools and vocational schools. The following topics indicate the nature of the work in the course. Upholstering tools and equipment; materials used; cost of materials and equipment; chair frame construction for upholstery; pad seat and pad back upholstering; the spring seat and spring back; curved back upholstering; study of leathers, tapestries, velours, mohairs; planning and cutting the covering materials; repairing upholstered furniture.

After making a pad seat and a spring seat exercise each student may upholster a complete chair or davenport for himself or work on upholstery jobs provided. Lectures and demonstrations are given on topics indicated.

Credit: 2 Sem. Hrs.

Industrial Education 225 Patternmaking I

The course in Patternmaking is a woodworking course involving the making of patterns of machine parts which are to be cast in iron, brass, or aluminum in the foundry.

The work is under three headings: First, the making of the pattern layout. Second, the making of the pattern. Third, the making of core boxes, in which sand cores are made, for the purpose of casting irregular shaped holes in castings. A study is made of the different types of pattern construction. Individual problems are assigned to the student as soon as he shows ability to handle them.

Prerequisite: Elements of Woodwork I 107; Elements of Woodwork II 109; Woodturning I 111.

Credit: 2 Sem. Hrs.

Industrial Education 325 Patternmaking II

Further experience is given in the making of more difficult patterns and core boxes. A study is made of the requirements of the patternmaker in industry.

Prerequisite: Patternmaking I 225.

Credit: 2 Sem. Hrs.

Industrial Education 327 Patternmaking III

The student is permitted to plan out and build the patterns for a small machine or other project. A survey of the patternmaking trade is made with a view to organizing the material for teaching.

Prerequisite: Patternmaking I 125; Patternmaking II 325.

Credit: 2 Sem. Hrs.

Industrial Education 221 Woodfinishing I

Preparing new surfaces; removing old finishes; applying finishing materials by hand; applying finishing materials with spray gun; rubbing and polishing; polychroming; mixing stains and paints.

Credit: 2 Sem. Hrs.

HOME ECONOMICS

Home Economics 112 Food Selection and Preparation

Food preparation in meal combinations; principles of cookery; basis proportions of recipes; food values; analysis of standard products; simple table service.

Credit: 3 Sem. Hrs.

Home Economics 210 Food Marketing

Study of the economic forces controlling the market; services performed; grades, brands and qualities of food products on market and factors governing cost. One unit of course is devoted to food preservation.

Prerequisite: Home Economics 112.

Credit: 3 Sem. Hrs.

Home Economics 308 Advanced Cookery

Study of greater variety and more elaborate preparation of foods. Planning menus for different costs; suitable service for informal family meals; menu making for special functions in the home illustrating proper food combinations and appropriate service for each type. Organization and speed problems throughout course.

Prerequisite: Home Economics 210.

Credit: 3 Sem. Hrs.

Home Economics 400 Demonstrations

Instruction in the technique of food demonstration. Students plan and give demonstrations for specific types of audiences. Lecture demonstrations by specialists from commercial fields.

Prerequisite: Junior Standing.

Credit: 2 Sem. Hrs.

Home Economics 406 History of Cookery

History of the kitchen, its tools and utensils through ancient, medieval and modern times. Foods, habits, customs and processes as influenced by climate, religion, commerce and war.

Prerequisite: Junior Standing.

Credit: 2 Sem. Hrs.

Home Economics 416 Readings in Foods

Survey of research work being done in foods by various educational institutions, extension departments, commercial firms, special bureaus, etc. Evaluation of material distributed by commercial firms. Review of late books and magazine articles.

Prerequisite: Senior Standing.

Credit: 1 Sem. Hr.

Home Economics 212 Nutrition I

This course presents very simply the fundamental principles of human nutrition and the nutritive properties of common food materials. The application of such knowledge to the feeding of individuals is considered with reference to the cost. Estimation of food values and the preparation of practical dietaries constitute the laboratory work.

Prerequisite: Chemistry 208. Credit: 3 Sem. Hrs.

Home Economics 310 Nutrition II

This course deals with the food requirements of the individual throughout infancy, childhood, adolescence, adult life and old age in the light of the chemistry and physiology of digestion; the functions of protein, fat, carbohydrates, ash constitutents and vitamins. Suitable dietaries are planned and prepared for each period and the cost varied to meet different incomes.

Prerequisite: Home Economics 212 and Chemistry 322.

Credit: 3 Sem. Hrs.

Home Economics 418 Nutrition III

This course treats of the adaption of diet and disorders of nutrition, in the light of the pathalogical changes in digestion and metabolism. Simple biological studies are made on rats with varying diets. Measurements of metabolism are made with the Benedict respiratory apparatus. This course is planned especially for students interested in diet otherapy and related work.

Prerequisite: Home Economics 310.

Credit: 3 Sem. Hrs.

Home Economics 306 Problems in Nutrition

The purpose of this course is to afford opportunity for the practical application of nutrition in the teaching of children and for the planning and preparation of suitable meals for them. The causes and effects of malnutrition and the methods of judging nutrition are discussed. The actual weighing, measuring and instructing children in health rules is carried out by the students.

Prerequisite: Home Economics 212.

Credit: 3 Sem. Hrs.

Home Economics 300 Lunroom Management

Course is offered to meet the needs of the student who plans to teach and manage a school lunchroom.

Prerequisite: Home Economics 210.

Credit: 2 Sem. Hrs.

Home Economics 328 Institutional Administration

Study of principles of organization and administration of the various institutional of living.

Prerequisite: Home Economics 330.

Credit: 3 Sem. Hrs.

Home Economics 100 Textiles

A foundation course in textiles including a study of fibers, production and manufacturing processes in so far as they affect the quality, appearance, durability and cost of cloth. Tests applicable to home and laboratory use are made.

Credit: 3 Sem. Hrs.

Home Economics 104 Clothing I

In this course emphasis is placed upon manipulative skills necessary to fine laboratory technique. It includes the fundamental sewing processes, handling of patterns, selection of fabrics, practice in fitting and the study of line, color, and proportion. There are assigned readings, written and oral tests. Personal accounts are kept as a basis for later study.

Prerequisite or parallel: Related Art 114; Home Economics 100.

Credit: 3 Sem. Hrs.

Home Economics 218 Clothing II

This course gives experience in handling wool and silk. It includes the study of types of patterns, color harmony, line and proportion, selection of suitable fabrics, and the technical problems involved. Assigned readings, written and oral tests are included. Personal expense accounts are kept as a basis for later work.

Prerequisite: Home Economics 104 and Related Art 220.

Credit: 3 Sem. Hrs.

Home Economics 312 Dress Design

This course encourages experimentation in applying the principles of design to garment construction. It gives students a better understanding of fabric behavior. It emphasizes the unit idea in dress, making choice relative to the wearer, the occasion and the accessories to be used.

Prerequisite: Home Economics 218.

Credit: 3 Sem. Hrs.

Home Economics 314 Children's Clothing

Consists of a study of the special problems involved in the selecting, planning and making of children's clothing. In the clothing of small children emphasis is placed on the relation of the design to self-help based on needs as observed in the nursery school. Garments are designed and made for children who can be studied and fitted in the laboratory.

Prerequisite: Home Economics 218.

Credit: 3 Sem. Hrs.

Home Economics 316 Clothing Economics

This course includes the study of the economic phases of clothing. It considers the clothing industry, its development, growth and changes and the methods of distribution through different channels. Family budgets, investigations and reports are studied.

Prerequisite: Home Economics 100 and Economics 201.

Credit: 3 Sem. Hrs.

Home Economics 336 Clothing Problems

This course is intended to help the teacher to recognize the clothing needs in a community and to establish points of contact more readily. It includes a study of clothing problems suitable for investigation, the investigation itself, the organization and presentation of the results.

Prerequisite: Home Economics 218.

Credit: 3 Sem. Hrs.

Home Economics 318 Family Health and Child Care

This course deals with the physical care of the child and general care of illness in family life.

Prerequisite: Physiology 214.

Credit: 2 Sem. Hrs.

Home Economics 326 The Family

The first part of the course affords a historical survey of the evolution of the family from primitive to the present family. Throughout this survey, attention will be directed to the position of women and children in order to interpret present family trends. The second part of the course attempts to analyze the modern type of family with the emphasis on a sane evaluation of the discussions and printed material on the status of the modern family. Throughout the course students are encouraged to formulate a tentative philosophy of the home and the family in their relation to community life.

Credit: 2 Sem. Hrs.

Home Economics 424 Child Development

This course purports to trace mental development from birth to five years of age. While special emphasis is made on mental growth, yet the relation to physical development and to social aspects of child life are considered. Special stress is put on the understanding and interpretation of the emotional growth of the young child and on the various theories of behavior. The nursery school furnishes an opportunity for observation of young children as well as a place for first hand experience. The students have some opportunity to know the scope of parental education and to observe the type of group work done with parents in the community.

Prerequisite: Home Economics 318 and 326.

Credit: 4 Sem. Hrs.

Home Economics 330 Home Administration

This course includes a study of the home as an organization, the housing problem; family expenditures; the purchase, care and use of equipment, application of scientific management to the home and to household operations.

Prerequisite: Home Economics 210.

Credit: 3 Sem. Hrs.

Home Economics 422 Home Management Cottage

Residence for six weeks in the Home Management Cottage provides opportunity for managerial responsibilities in home making and housekeeping and also for care, training and management of a young child.

Prerequisite: Senior Standing.

Credit: 3 Sem. Hrs.

RELATED ART

Related Art 114 Color and Design I

Deals with a study of line, form, color and pattern. Design principles developed through typical household arts problems which involve selection and arrangement. Emphasis on the use of color in industrial arts.

Credit: 3 Sem. Hrs.

Related Art 332 Color and Design II

Principles of design as they apply to decoration. Sources of design motives. Historic pattern. Problems in appropriate and consistent enrichment.

Prerequisite: Related Art 114.

Credit: 3 Sem. Hrs.

Related Art 220 Costume Selection

A study of the elements of design involved in costume with emphasis on the student's personal problems and an application of this study made in the solution of clothing selection problems.

Prerequisite: Related Art 114.

Credit: 2 Sem. Hrs.

Related Art 436 Costume Design

Application of design principles to advanced problems in costume, with emphasis on color, color harmonies and decoration. Some study is made of the evolution of costume and the practical problems include costuming for plays and pageants.

Prerequisite: Related Art 332.

Credit: 3 Sem. Hrs.

Related Art 334 Home Furnishing I

A course designed to establish definite standards for the home and its furnishings in relation to the family's needs from the standpoint of health, comfort, convenience, and good taste. The interpretation of house plans. The application of art principles as the basis of the selection and arrangement of furniture and accessories and the treatment of floors, walls and windows.

Prerequisite: Related Art 114.

Credit: 3 Sem. Hrs.

Related Art—432—Home Furnishing II

This course deals with the structural, historic, and artistic growth of American homes and furniture and their influence on modern domestic architecture, inter-

iors, and furniture.
Prerequisite: Related Art 334.
Credit: 3 Sem. Hrs.

Related Art 434 Home Furnishing III

The emphasis of this course is on the economical factors that govern the selection of the furnishings for the home, tea room and institution. It includes planning of complete budgets for definite families in relation to the size and composition and income of the family.
Prerequisite: Related Art 334.
Credit: 3 Sem. Hrs.

Related Art 430 Art History and Appreciation

Appreciation of contemporary architecture, sculpture, painting and the industrial arts developed through a brief survey of the most significant historic periods. Emphasis is placed on the art character o fa period and the extent to which it has influenced modern art forms.
Prerequisite: Related Art 114.
Credit: 3 Sem. Hrs.

Related Art 426 Seminar in Related Art

Deals with problems of color, design and appreciation with special reference to subject matter and methods of instruction. Adaptation of subject matter to interests, capacities and needs of pupils of different grades.
Prerequisite: Senior Standing.
Credit: 3 Sem. Hrs.

FURTHER INFORMATION

Inquiries regarding the purpose and character of work offered at The Stout Institute, the regular courses of study or those of the summer session, the Catalog, and other publications of the school; or inquiries regarding the qualifications of Stout graduates for the teaching of special subjects, should be addressed to

President Burton E. Nelson,
The Stout Institute, Menomonie, Wisconsin.

STUDENT ROSTER
1927-1928

INDUSTRIAL EDUCATION STUDENTS

Abbott, Clare	Downsville, Wis.
Ahonen, E. V.	Chisholm, Minn.
Amos, Edward	Whitewater, Wis.
Anderson, Elvin	Viroqua, Wis.
Anderson, Henry	Ironwood, Mich.
Anderson, Otto	Menomonie, Wis.
Anderson, T.	Marshall, Minn.
Appleby, Louis	Boyceville, Wis.
Austerud, O. J.	Martell, Wis.
Banks, B. E.	Chetek, Wis.
Barber, John W.	Menomonie, Wis.
Bartingale, R.	Eau Claire, Wis.
Baumbach, H.	Fall Creek, Wis.
Bechtold, A.	Columbus, Wis.
Beck, Lee	Gillingham, Wis.
Becker, K. O.	Buffalo, Minn.
Belk, Clarence	Menomonie, Wis.
Berger, C.	Menomonie, Wis.
Berger, Ray	Menomonie, Wis.
Bergren, E.	McKinley, Minn.
Branstad, Blair	Menomonie, Wis.
Brooks, Norman	Willmar, Minn.
Brown, Chester	Hibbing, Minn.
Brown, Leslie, W.	Republic, Mich.
Brown, W. L.	Lake Linden, Mich.
Bunker, Geo. H.	Menomonie, Wis.
Bunker, W. A.	Menomonie, Wis.
Burgess, F. L.	Beaver Dam, Wis.
Buswell, C.	Kendalls, Wis.
Cairelli, E.	Wakefield, Mich.
Carlson, C. C.	Aurora, Minn.
Chamberlin, Dan	Menomonie, Wis.
Christensen, E.	Ashland, Wis.
Clementson, O.	Menomonie, Wis.
Cole, D. B.	Evansville, Wis.
Cotton, S. A.	Milwaukee, Wis.
Curry, E. H.	Amiret, Minn.
Cvengros, M. W.	Ironwood, Mich.
Decker, F. E.	Menomonie, Wis.
Decker, Geo. C.	Menomonie, Wis.
Dike, K. E.	Whitewater, Wis.
Dobler, Ed.	Great Falls, Mont.
Dodge, James C.	Menomonie, Wis.
Dohr, William	Kimberly, Wis.
Doyle, Thomas	Menomonie, Wis.
Emerson, T. G.	Minneapolis, Minn.
Eng, Sidney	Chetek, Wis.
Englesby, Rex	Elva, Wis.
Enli, Olav	Menomonie, Wis.
Erchul, Lewis	Gilbert, Minn.
Erickson, Alfred	Wausau, Wis.
Evans, Dan	Mankato, Minn.
Favor, Ray	Viroqua, Wis.
Feirer, David	Menomonie, Wis.
Ferdon, Gerald	Antigo, Wis.
Fischer, H. J.	Jefferson, Wis.
Fivecoate, Edward	Lincoln, Nebr.
Flynn, A. A.	Eau Claire, Wis.
Fraser, R. R.	Norfolk, Nebr.
Gardiner, Leo	Elmwood, Wis.
Gibbs, Roy R.	Thorp, Wis.
Giese, Willis E.	Menomonie, Wis.
Gilles, Albert	La Crosse, Wis.
Glenn, Victor	LaFarge, Wis.
Goodrich, Albert	Eau Claire, Wis.
Goodwyn, M. B.	Kenosha, Wis.
Greeley, F.	Menomonie, Wis.
Green, Daniel	Menomonie, Wis.
Gundlach, M.	Livingston, Wis.
Guyott, Frank	McKinley, Minn.
Hagen, B.	Decorah, Iowa
Hagen, Olberg	Menomonie, Wis.
Halverson, C.	Madison, Wis.
Halverson, Frank	Superior, Wis.
Hanke, Ion G.	Menomonie, Wis.
Hanley, James G.	Roberts, Wis.
Hanson, W.	No. St. Paul, Minn.
Harris, Douglas, W.	Tomah, Wis.
Harris, Everett	Elmwood, Wis.
Hawkins Harold H.	Wells, Minn.
Healy, Robert	Ironwood, Mich.
Heath, Sidney	Wells, Minn.
Heiden, Horace H.	Mankato, Minn.
Helgeson, A. M.	Woodville, Wis.
Hengel, Joe	Menomonie, Wis.
Hintz, Walter	Menomonie, Wis.
Hoffert, V. F.	Vernon Center, Minn
Hosted, Ed. G.	Duluth, Minn.
Indihar, Jos. C.	Gilbert, Minn.
Ivens, G.	Stockholm, Wis.
Jackson, M. P.	Milwaukee, Wis.
Jackson, G. C.	Mineral Point, Wis.
Jacobs, LaMonte	Knapp, Wis.
Jahnke, Wm. F.	Milwaukee, Wis.
Jeske, W. H.	Zumbrota, Minn.
Johnson, E.	Whitewater, Wis.
Johnson, G.	Eau Claire, Wis.
Johnson, Julian	Wilson, Wis.
Johnson, L.	Menomonie, Wis.
Johnson, William	McKinley, Minn.

Julin, F. Oscar Lyons, N. Y.
Jungck, T. B. Menomonie, Wis.
Kamm, V. F. Livingston, Wis.
Kartak, Edwin C. St. Paul, Minn.
Kegley, V. C. Knapp, Wis.
Kennon, A. Henry Gilman, Wis.
Kerkes, M. W. Biwabik, Minn.
Kess, R. B. Menomonie, Wis.
Kinley, R. B'lk. River Falls, Wis.
Klintman, Elmer Cook, Minn.
Klippel, F. C. St. Paul, Nebr.
Knutson, C. W. Menomonie, Wis.
Kogl, Rudy St. Paul, Minn.
Kolkind, H. C. Menomonie, Wis.
Kube, Alfred Arcadia, Wis.
Kube, Walter Arcadia, Wis.
Lanckton, John Menomonie, Wis.
Lanke, Carl Tomah, Wis.
Larson, P. B'lk. River Falls, Wis.
Latham, M. C. New Auburn, Wis.
Lockwood, G. La Crosse, Wis.
Loomer, L. L. Whitewater, Wis.
Lund, Gerald Menomonie, Wis.
McCullough, M. Menomonie, Wis.
Mann, Frank Menomonie, Wis.
Marsilio, N. Hazelton, Pa.
Mattson, E. T. Whitehall, Wis.
Maxwell, F. Arkansaw, Wis.
Merdutt, G. Menomonie, Wis.
Millar, M. Menomonie, Wis.
Miller, R. Menomonie, Wis.
Moldenhauer, D. Fall Creek, Wis.
Morrison, G. Hibbing, Minn.
Mowers, J. A. Menomonie, Wis.
Muller, E. Charleston, S. Car.
Murphy, E. R. Buhl, Minn.
Murray, A. R. Pepin, Wis.
Nelson, Thomas W. Astoria, Ore.
Norris, R. W. West Salem, Wis.
Notebaart, J. N. St. Paul, Minn.
Nothon, John Arkansaw, Wis.
Novascone, F. Milwaukee, Wis.
O'Brien, C. D. Marenisco, Mich.
O'Connor, John DeSmet, S. D.
Oellerich, S. Racine, Wis.
Olson, N. A. Menomonie, Wis.
Olson, Philip Chisholm, Minn.
Opem, Martin Zumbrota, Minn.
Paciotti, O. Gilbert, Minn.
Patterson, K. Menomonie, Wis.
Paulus, Lucian Holland, Mich.
Pawlicki, L. Hurley, Wis.
Peterson, Earl A. Republic, Mich.
Peterson, N. F. Menomonie, Wis.
Peterson, W. B. Superior, Wis.
Poellinger, Al. La Crosse, Wis.
Radke, R. O. Menomonie, Wis.
Reed, Edwin M. New Orleans, La.
Reeder, Vertis Clinton, Wis.
Reese, M. Hazleton, Pa.
Reinhold, C. Milwaukee, Wis.
Reppe, H. B. Zumbrota, Minn.
Richards, G. H. Ironwood, Mich.
Riggs, Kent Jacksonville, Ill.
Ritzman, H. C. Superior, Wis.
Rose, Walfred Gilbert, Minn.
Ross, Henry De Soto, Wis.
Rude, John E. Menomonie, Wis.
Rysberg, Hanno B. Alpha, Mich.
Sandvig, G. Menomonie, Wis.
Sauter, L. Hopkins, Minn.
Schaffner, John F. Arcadia, Wis.
Schaude, R. Union Grove, Wis.
Sherwood, C. B. Beloit, Wis.
Silvius, Harold Marshall, Minn.
Slaybaugh, J. D. Menomonie, Wis.
Sommervold, M. Menomonie, Wis.
Soucie, Wm. J. Bonner, Mont.
Speerstra, W. A. Osseo, Wis.
Stori, Arnold Menomonie, Wis.
Strong, Chas. R. Chetek, Wis.
Sutton, Cleo Estherville, Ia.
Swenby, M. E. Menomonie, Wis.
Tarzynski, S. Milwaukee, Wis.
Taufman, H. Menomonie, Wis.
Theiler, Robert Tomahawk, Wis.
Thompson, T. Chippewa Falls, Wis.
Treweek, G. C. Mineral Point, Wis.
Trinko, A. R. Menomonie, Wis.
Tucker, Geo. D. Lyons, N. Y.
Van Allen, F. R. Bloomer, Wis.
Voyta, Jerry Rice Lake, Wis.
Vukelich, Matt West Allis, Wis.
Wallin, R. F. Willmar, Minn.
Wamsley, H. C. Lancaster, Wis.
Waters, Harry Eau Claire, Wis.
Wells, Cedric Cameron, Wis.
Werner, Ray Muscatine, Ia.
Wiggins, Larry West Allis, Wis.
Winger, William Amery, Wis.
Winn, Noel E. Whitewater, Wis.
Wolfgram, H. Menomonie, Wis.
Woodburn, L. N. Arcola, Ill.
Wyatt, R. Valley, Wash.
Young, Guy R. Elmwood, Wis.
Zimmerman, P. Aurora, Minn.

HOME ECONOMICS STUDENTS

Aber, Georgia Racine, Wis.
Allen, Margaret Eau Claire, Wis
Anderson, Arbutus Beloit, Wis
Anderson, Ardella Rice Lake, Wis.
Anderson, E. Iron Mountain, Mich
Anderson, Luella Deer Park, Wis
Appell, Gladys Peoria, Ill.
Arnold, Winifred Eau Claire, Wis.
Austin, F. M. Janesville, Wis.
Averill, Eleanor Menomonie, Wis.
Babcock, Florence Dundas, Minn.
Babler, Cecelia Humbird, Wis.
Babler, Charline Bellevile, Wis.
Bahr, Dorothy M. Manitowoc, Wis.
Banks, Gail G. Lynd, Minn.
Baysinger, C. Menomonie, Wis.
Belina, M. A. Owatonna, Minn.
Bertodatto, Lena Chisholm, Minn.
Blair, Margaret Ashland, Wis.
Bloor, Georgia Appleton, Wis.
Boland, Clara Menomonie, Wis.
Borchert, Evelyn Menomonie, Wis.
Bossuener, Ruth Sheboygan, Wis.
Braker, Henrietta Menomonie, Wis.
Brevig, Edith M. Starbuck, Minn.
Brick, C. Manotowoc, Wis.
Bricker, Bernice Park Falls, Wis.
Bruhn, Dorothy Bayfield, Wis.
Bunker, Helen Menomonie, Wis.
Bunker, Lois Ina Porto Rico
Burt, Gertrude Markesan, Wis.
Cadigan, Cecelia Casco, Wis.
Carlsen, Clara K. Grantsburg, Wis.
Casey, M. Bloomington, Wis.
Clark, Janet Menomonie, Wis.
Cockerill, Alice Rice Lake, Wis.
Cooper, Ruth Colfax, Wis.
Cooper, Winifred Colfax, Wis.
Counsell, K. Ocnomowoc, Wis.
Cranston, M. Menomonie, Wis.
Crego, E. Ruth Menomonie, Wis.
Cronk, Marjorie Menomonie, Wis.
Cushman, B. Evansville, Wis.
Damrow, Nelda Fond du Lac, Wis.
Decker, Marie C. Menomonie, Wis.
DeCramer, M. Oshkosh, Wis.
Dee, Nilah Chippewa Falls, Wis.
Dewar, Elizabeth Westfield, Wis.
de Yong, Anna Birnamwood, Wis.
Dingee, Mildred Kilbourn, Wis.
Dinnies, Edna Menomonie, Wis.
Dodge, Ruth H. Menomonie, Wis.
Dooley, Elizabeth Delavan, Wis.
Eagles, Evelyn Eau Claire, Wis.
Eninger, Josephine Wadena, Minn.
Ekman, Ruby M. Bessemer, Mich.
Endrizzi, Mary Lu Hurley, Wis.
Engelbrecht, Neva Superior, Wis.
Fisher, Gulielma Ladysmith, Wis.
Flaget, H. Fergus Falls, Minn.
Forck, Anna Glen Haven, Wis.
Fox, Mary, Elgin, Ill.
Funk, Marjorie Menomonie, Wis.
Gant, Dorothy E. Delavan, Wis.
Giese, Evelyn Menomonie, Wis.
Gjerde, Thilda Alexandria, Minn.
Green, Mary Menomonie, Wis.
Grenzow, Esther Monticello, Wis.
Gundlach, Anita Livingston, Wis.
Hagerty, Lucile Knapp, Wis.
Halberg, Lillian Menomonie, Wis.
Hambley, Jane Ramsay, Mich.
Hanson, Leota St. James, Minn.
Haslerud, Alice Crookston, Minn.
Hassemer, Alida Bloomer, Wis.
Hewitt, Vivian Ettrick, Wis.
Hill, Frances Colfax, Wis.
Hryz, Mary A. Melrose, Wis.
Hunziker, Vera Wausau, Wis.
Husby, Ruth Menomonie, Wis.
Hylland, Lillian Menomonie, Wis.
Inenfeldt, F. Menomonie, Wis.
Iverson, Alice Menomonie, Wis.
Jackson, J. Brainerd, Minn.
Jenkins, E. Sheboygan, Wis.
Jimerson. Faith Menomonie, Wis.
Johann, G. Sheboygan, Wis.
Johnson, Margaret Iowa Falls, Ia.
Johnson, Ruby Virginia, Minn.
Jones, Alta Clear Lake, Wis.
Kaschak, Mary B Goodman, Wis.
Kegley, Mrs. V. C. Knapp, Wis.
Kleiler, Mildred Milwaukee, Wis.
Knight, Vivian Menomonie, Wis.
Knutson, L. B. Minneapolis, Minn.
Koss, Harriet E. Algoma, Wis.
Krug, Alice Downing, Wis.
Lanckton, Adele Menomonie, Wis.
Larson, Elois L. Menomonie, Wis.
Larson, H. L. St. Paul, Minn.
Larson, Helen Abbotsford, Wis.
Larson, J. B. Pewaukee, Wis.
Larson, M. Rice Lake, Wis.
Lembke, Reka Raymond, Minn.
Leonard, Dorothy Windsor, Wis.
Lindall, Pearl St. Paul, Minn.
Lindall, Ruth St. Paul, Minn
Linderson, Grace Clear Lake, Wis.
Lindquist, E. Cannon Falls, Minn.
Lindquist, L. Cannon Falls, Minn.
Linn, P. B. Republic, Mich.
Long, Mrs. M. B. Janesville, Wis.

Malcolm, Ruth E.	Chetek, Wis.
Marquart, Alice	Knowles, Wis.
Martin, Sally	Fond du Lac, Wis.
McClurg, C.	Spring Valley, Wis.
McGregor, Grace	Mapleton, Minn.
Miler, Lucille	Delavan, Wis.
Miller, Lilian	Fennimore, Wis.
Moe, Aagot J.	Menomonie, Wis.
Moe, Eleanor	Horicon, Wis.
Neergaard, M. C.	Kenosha, Wis.
Nelson, E.	Chippewa Falls, Wis.
Nelson, Frances	Elk River, Minn.
Nichols, Irma L.	Menomonie, Wis.
Nicolai, Gladys	New London, Wis.
Novak, Helen	Cobb, Wis.
Nurmie, Olga S.	Palmer, Mich.
O'Brien, Marian	Marenisco, Mich.
Olson, Mildred	Baldwin, Wis.
Overby, Eleanor	Rice Lake, Wis.
Page, Elva	Elk River, Minn.
Parsons, V.	River Falls, Wis.
Patrick, E. O.	Whitewater, Wis.
Penn, Gladys I.	Manawa, Wis.
Peterson, M.	River Falls, Wis.
Quilling, H.	Menomonie, Wis.
Quistorff, L.	Manitowoc, Wis.
Rasmussen, Dorothy	Somers, Wis.
Rasmussen, Helga	Racine, Wis.
Robb, Marjorie	La Crosse, Wis.
Robinson, M.	New Richmond, Wis.
Rossler, M.	Menomonie, Wis.
Roth, Helen	Chisholm, Minn.
Sandvig, Mabel	Menomonie, Wis.
Schmidt, L.	Owatonna, Minn.
Schoenoff, C.	Menomonie, Wis.
Schroeder, F. A.	Two Rivers, Wis.
Schwartz, I.	Menomonie, Wis.
Seim, Dorothy	Edgar, Wis.
Senty, M. S.	Independence, Wis.
Shannon, Kathleen	Crosby, Minn.
Sichler, E.	Alma Center, Wis.
Sievert, H.	Marinette, Wis.
Sogge, Emma	Two Rivers, Wis.
Sokolik, Estere	La Crosse, Wis.
Spink, Lulu	Sparta, Wis.
Stetzer, Helen Irene	Sparta, Wis.
Stevens, Orpha D.	Slayton, Minn.
Stindt, Lydia A.	Menomonie, Wis.
Sunde, Cora	Lanesboro, Minn.
Taddy, F. G.	Two Rivers, Wis.
Taylor, Addye	Bloomer, Wis.
Temple, V. M.	Green Bay, Wis.
Thorsen, Alice	Ashland, Wis.
Todd, Beulah	Houston, Minn.
Tomsic, Mary I.	Goodman, Wis.
Torpy, Alma R.	Minocqua, Wis.
Van Houten, Nina	Berlin, Wis.
Vater, Gladys H.	Withee, Wis.
Verkerke, F.	Oshkosh, Wis.
Vreeland, L.	W .B .Lake, Minn.
Wade, Lora L.	Glassglow, Ky.
Watchorn, C.	Houghton, Mich.
Webb, Lucile J.	Waukegan, Ill.
Weiner, Florence	Bloomer, Wis.
Wells, Janet	Stillwater, Minn.
Wendt, Fern	Ashland, Wis.
Werner, Bernice	Bloomer, Wis.
Werner, Orris J.	Bloomer, Wis.
White, Marian	Green Bay, Wis.
Wildenradt, Avis	Wonewoc, Wis.
Williams, D.	Menomonie, Wis.
Williams, E.	Menomonie, Wis.
Winter, M	Menomonie, Wis.
Winters, M.	Delavan, Wis.
Winzer, Alma	Heron Lake, Wis.
Wolla, E. S.	Rice Lake, Wis.
Worachek, E.	Menomonie, Wis.
Zimmerman, E.	Fargo, N. D.

INDEX

	Page
American Government	62
American Politics	63
Analysis and Organization of Home Economics in the Part-Time School	59
Art History	92
Auditorium	26
Auto Mechanics	76
Bacteriology	65
Biology	66
Board of Trustees	6
Buildings and Equipment	23
Cabinet Work	82
Cafeteria	37
Calendar	5
Carpentry	84
Chemistry	
Chemistry of Materials	67
Inorganic I, II	66
Organic	67
Psychological	67
Textile	67
Child Development	90
Clothing	
Clothing I	88
Clothing II	88
Children's Clothing	89
Clothing Economics	89
Clothing Problems	89
Dress Design	89
Club Rooms	25
Coaching	71
Color and Design	91
Committees	17
Cooperative Work	38
Costume Design	91
Costume Selection	91
Courses of Study	
Industrial Education	42
Home Economics	49
Credits	29
Credits, Transferred	30
Curricula	27
Cut System	29
Demand for Graduates	38
Dormitories	36
Drawing	
Mechanical, Elements of	73
Architectural Drafting	73
Machine Drafting	74
Economics	62
Educational Measurements	62
Electrical Work	74
English	
Composition	69
Remedial	69
Literature Survey	70
Contemporary Literature	70
Enrollment	30
Expenses, Estimated	32
Expenses, Living	37
Extra Curricular Activities	60
Faculty	7
Family	90
Family Health and Child Care	89
Fees	
Laboratory, Library, and Shop	31
Examination, Special	32
Transcript	34
Fee for School Activities	34
Fee for Infirmary	34
Fees, Incidental	33
Foods	
Selection and Preparation	86
Marketing	86
Advanced Cookery	86
Demonstrations	86
History of Cookery	87
Readings in	87
Foundry	77
Furniture Upholstery	85
General Information, Historical	19
General Metal Work	78
General Requirements	28
Gymnasium	24
History	
American	64
Industrial	64
Modern	64
History of Education	58
History of Labor Movements	63
Home Administration	90
Home Economics Building	26
Home Economics Education	58
Home Furnishing	91
Home Management Cottage	90
Home Mechanics	75
Hygiene	68
Industrial Education Building	24
Institutional Administration	88
Labor Problems	63
Lunchroom Management	88
Library	26
License	27
Location	19
Machine Shop	78
Masonry	76
Mathematics	65
Methods of Teaching Home Economics in the Part-Time Schools	59
Methods in Teaching Industrial Arts	60
Millwork	82
Nutrition	87
Officers of Administration	7
Organization and Administration of Industrial Education	60
Part-Time School I	57
Part-Time Shop Methods I	61
Part-Time Shop Methods II	61
Patternmaking	85
Physics	68
Physical Education	71
Physiology	68
Plans and Instructional Material	57

	Page
Principles of Educational Procedure	57
Printing	80
Psychology	56
Psychology, Social	63
Public Speaking	69
Purpose and Organization	23
Qualifications for Admission	28
Radio (Electrical IV)	75
Railroad Connections	19
Refunds	37
Regular Sessions, Enrolling	39
Residence Requirements	28
Scholarships	38
School Publications	81
Self-Support and Student Aid	33
Seminar in Home Economics Education	62
Seminar in Related Art	92
Sheet Metal Work and Pattern Drafting	79
Sociology	64
Social Problems	63
Special Students	28
Stout Student Association	35
Student Loan Fund	38
Student Roster	93
Student Teaching	58
Summer Session, General Information	40
Supervision and Administration of Home Economics Education	60
Table of Contents	3
Tea Room	37
Textiles	88
Trades Building	25
Trustees, Board of	6
Tuition, Regular Session	31
Vocational Guidance	57
Woodfinishing	86
Woodturning	82
Woodwork, Elements of	81
Woodworking, Machine	82
Y. W. C. A.	25

CALENDAR FOR 1928-1929

Twenty-third Annual Summer Session begins
June 18, 1928—Ends August 16, 1928

Twenty-sixth Regular Session begins
September 10, 1928—Ends May 29, 1929

First Semester ends January 25, 1929
Second Semester begins January 28, 1929

Holiday Vacation begins December 22, 1928
Classes resume on January 8, 1929

THE STOUT PRINT SHOP